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ABSTRACT

Intended for use with grades three and four, this curriculum unit developed by the Oregon Elementary English Project attempts to (1) develop an interest in, respect for, and curiosity about words; (2) expose students to the concept that when we know a word we know its meaning, pronunciation, and relationship to other words; (3) build language confidence through word building; and (4) introduce the student to the dictionary. The first two lessons introduce the idea of the individual word bank and the concept of words as building blocks of the language; lessons 3 through 6 deal with the meanings of words; lessons 7 through 11 emphasize the use of the dictionary; and lessons 12 and 13 are primarily concerned with pronunciation of words. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A supplementary packet of materials to be used in conjunction with some of the lessons is also provided. (See related documents CS 200 482-486 and CS 200 488-499.) (HS)

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Language Curriculum, Levels C - D

Unit IV

FUN WITH WORDS

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Unit IV
Fun With Words

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Unit IV

FUN WITH WORDS

CHECKLIST OF MATERIALS NEEDED FOR THE UNIT:

Note: The success of this unit depends on having the right materials available. So check ahead of time so that you will be prepared.

1. Student lessons filed separately for lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14 and 15. The student material for lesson 6 consists of six separate exercises. That for lessons 9, 10, and 12 consists of two separate exercises apiece.

2. Material in Supplementary Material envelope:

   for lesson 3 -- sample set of tagboard cards with words belonging to the same category
   for lesson 4 -- sample crossword puzzle to use on overhead or to otherwise reproduce
   for lesson 6 -- sheet of pictures representing homonyms to use on overhead or to otherwise reproduce
   for lessons 7-11 -- sample page from a dictionary to use on overhead
   Set of Activity Cards to be used at any time.

3. Other materials which you should prepare or bring:

   collection of small boxes for lesson 1
   paper bag and slips of paper for lesson 2
   old newspapers for lessons 1 and 2
   tagboard cards for lessons 4, 5, and 6 (see Suggested Procedures and Material for those lessons)
   dictionaries for each student or each pair of students. (Ideally these should be of the same kind, but if that is not possible, put together a set of whatever kinds you can find.)
   optional: old telephone directories and catalogs for Extension Exercises in lesson 7
   something to beat rhythm with for lesson 12
   collection of poems and rhymes for lesson 13

4. Flexibility.

PURPOSES:

1. To develop an interest in, a respect for, and a curiosity about words.

2. To expose students to the concept that when we know a word we know what it means, how to pronounce it, and how to use it with other words. We also may know how to write it.

3. To build language confidence through emphasis on the large number of words a child already knows about and to encourage him to learn new words.

4. To introduce the student to the dictionary as a useful tool and provide some practice in using it.

BACKGROUND INFORMATION FOR TEACHING THE UNIT:

A word is really an abstract mental concept, and although we all know what a word is, it is extremely difficult to define. It is more useful to talk about words than to try to say what they are. Words can be pronounced, but the sounds we hear are not the word. They are only the external representation of the word. We can write a word, but what we write is only the representation of the word, not the word itself. A word has meaning, but the meaning isn't the word. A word has characteristics or features that determine how it will be used with other words (i.e., some are nouns, some verbs, etc.). A word is all of these things.

The following concepts underlie the lessons in this unit.

1. Each of us has an individual store of words that we know, sometimes called our lexicon or vocabulary. When we know a word we know how to pronounce it, what it means, how to use it. This is internalized knowledge we are usually not aware of. Children come to school with this kind of knowledge about the words in their vocabulary, which for some may number as many as 6,000. They draw on their own vocabulary every time they speak or write or listen or read.

However, knowing words isn't knowing a language. We can memorize the meaning and pronunciation of all the words in a French dictionary and still not be able to use the French language. Knowing a language means knowing not only the words, but also the rules for putting them together in the grammatical sentences of the language. So the words are only the building blocks we use when we use language.

2. The meaning of a word consists of a whole group of what we can call semantic features. For example the meaning of the word man involves our understanding of the concepts of humanness, maleness, adultness, aliveness, etc. The word boy shares all these except adultness. Often the meaning which we associate with two words differs in only one feature, sometimes in more, sometimes in all. So one way to talk about the meaning of words is to categorize them according to the features of meaning that they share. As we narrow the field and make finer distinctions, we ultimately arrive at the meaning that distinguishes one word from all others.

Sometimes the meaning we attach to a word has certain characteristic associations that aren't actually part of the general meaning of the word at all but the result of outside associations. For example, most of us feel that skinny has unfavorable connotations but that slender has favorable ones,

though the two words have essentially the same meaning. Words that have essentially the same meaning are called synonyms. It is of interest to note that almost no two synonyms have identical meanings. Often they are not quite interchangeable and often the reason they both exist is that they have shades of differences which we may not be aware of except when we choose one word over the other. Some words, called antonyms, are essentially opposite in meaning. And we can also talk about words that have the same pronunciation but different meanings, such words as to, two, and too. It should be pointed out that often, but not always, such words are spelled differently. There are many words spelled alike but with different meanings. For example school in the following sentences is really two different words: The school of fish swam by. We visited our child's school.

3. When we pronounce words we combine individual speech sounds into larger units. For example, we combine the sounds /p/, /a/, and /t/ to give us the word pat. (See Unit V, "The Sounds of Language," which deals with some of the distinct sounds of English and how they are made.) The speech sounds, for our purposes here, can be divided into consonant sounds and vowel sounds. This distinction enables us to define syllables as units of sound which include on vowel sound and the consonants that go with it. It is important to remember that a syllable is really a pronunciation unit.

4. It is not uncommon, of course, when we think of a word, to think of the written form, but it is important to remember that what we write is only a representation of what is pronounced. Spelling involves written language. It is complicated by the fact that in English we have many more distinct sounds than we have letters to spell them with. Therefore, some letters represent several sounds (for example, the a in the following words: cat, father, hawk, and hate), and sometimes we represent one sound with several different letters (for example, the underlined letters in the following: sugar and sheet; if and laugh; king and cat).

5. The dictionary is a vital part of any unit on words, since the dictionary is the record of the words of the language used by all the people. It contains the kind of information a speaker of the language knows about the words in his own vocabulary, what the common meaning of the word is, how it is pronounced, and how it is used in a sentence. In addition, larger dictionaries include information about the derivation of the word and often about such things as usage, synonyms, etc.

TEACHING THE UNIT:

This unit is perhaps the most flexible one in the language strand. The lessons are designed to be spread out over the whole year and interspersed between other units and other lessons. You should be able to adapt it to the needs of your class and to use individual lessons to complement and reinforce many other parts of the curriculum. With the exception of lessons 1 and 2, which should be taught very early in the year, there is no one order the lessons should be taught in, though those on the dictionary

should follow consecutively. The lessons are designed not only to develop concepts but especially to provide interesting and stimulating and enjoyable activities for students so as to develop their interest in words. Most lessons consist of game-like activities which involve the use of words. They should develop the student's awareness and understanding of words in an interesting way. There are enough activities so that you can select the ones you find most suitable. Though the unit is designed for both third and fourth graders, it can be adapted to students of varying stages of development by choosing the easier lessons for the younger students. Many of the activities involve techniques to use as models and then repeat. Once the lesson has been taught, they can be used as reinforcement.

The Supplementary Material envelope includes a set of activity cards which can be used for reinforcement either in groups or by students for individual study. Be familiar with these cards so you will be able to draw out what you need and to send students to them for individual work.

RESUMÉ:

The first two lessons introduce the idea of the individual word bank, and the concept of words as the building blocks of language. Lessons 3 - 6 are concerned with the meaning of words. Lessons 7 - 11 are on the dictionary and its uses. Lessons 12 and 13 are primarily concerned with the pronunciation of words.

WORD BANK

PURPOSE: To focus the attention of students on what a word is and to make them aware of the large number of words they already have in their individual vocabulary or "word bank."

MATERIAL: Student sheets with large piggy bank outlined on it, filed separately in manila folder.

Collection of small boxes for students to use in making a word bank to keep new words in. You should ask them to bring boxes from home for this purpose, but should also have a supply of your own for those who forget. They should be boxes that can be opened and closed easily. The large size sliding boxes that wooden matches come in are ideal.

SUGGESTED PROCEDURE:

Note: This should be one of the first lessons you teach in the language curriculum, since it introduces the idea of the word bank that will be added to constantly.

1. Ask students to give some examples of words and write them on the board. Then ask questions such as the following and discuss them briefly, just to start students thinking about what a word is.

   a. What is a word? (You won't expect to get a complete definition from your students. They might suggest such things as "written-down talking," "something you can say and hear and write," "a word means something," "words have space between," "words go with other words." While most of these comments are true they do not pin down the full meaning of "word." Accept whatever is offered, however, but keep the discussion open-ended. Tell students that they'll be learning more about words this year.)

   b. Do you all know the same words? (Although we all know many of the same words, we also know some words another person may not know.)

   c. How many words do you think you know? (Children have a sizeable vocabulary by the time they start to school. For some it may be as many as 6000 words.)

   d. Where do you keep the words that you know? (By questioning try to get students to realize that they simply know the words and have them available when they are needed. They carry them around in their heads.)

e. Where did you get them? Did someone teach them to you? Can you remember when you didn't know any words? (Some will suggest that they learned them from their parents and other people. Some may think they can remember when they learned their first words, but they will probably be guessing.)

2. After students have spent a short time thinking about what a word is, pass out the student sheets with the outline of the piggy bank. Either divide the class into groups or pairs, or have them work individually. Ask them to write down in the piggy bank as many words as they can think of in a specified period of time (10 minutes or whatever seems appropriate for your group). Have the different lists read at the end of the time. You might want to have a piggy bank on a transparency or a large one drawn on the board at the beginning of the lesson. As students read their lists you can write their words in the large bank.

   If time allows ask if students thought of some words they couldn't write. You might add these to the list on the board.

3. Then tell students that each of us has a private store of words that we use when we are talking or writing or reading or listening to other people talk. We can call this our own private WORD BANK. It includes all the words we know. Like other banks we can add to it from time to time. That is, we can increase our stock of words. Every time we learn a new word we add to our word bank.

4. Have students decorate a box to keep their new words in. They might want to make it look like a piggy bank by glueing a picture of a pig on the side. Establish some ground rules for adding words to their bank. When a student learns a new word, he must tell you how to pronounce it, explain what it means, and use it in a sentence. Then he can write it on a slip of paper and put it in his word bank. This will be a continuing project for the whole year. You might start students out by giving them a new word to put in. If they don't know the word "vocabulary," it would be a good one to begin with.

   Be alert to new words that you use throughout the day or that are introduced in reading lessons. Remind students to add them to their word banks. You might keep an outline of a piggy bank on the board and frequently put a new word in it. Encourage students to watch it and, when they see a new word, to find out what it means and add it to their word bank. Make it a contest. See who can find out first.

POSSIBLE EXTENSIONS:

1. The packet of game cards in the Supplementary Material envelope has many suggestions for games that can be played both to demonstrate to students how many words they already know and to provide frequent practice in using words. Those on cards 1, 2, 3, and 8 can be used with your whole class or in groups. Cards 4, 5, and 6 provide activities that can be carried out by students individually. Card 7 can be done either way.

2. To show pupils that they already know many words, divide the alphabet up and ask students to write down any words they know or hear that start with the letters assigned. With the exception of the q-x-y-z group, no pupil should have more than two letters. Words collected should be words they already know and use. This is no time to copy the dictionary. Tell them that some letters will have many more words than another letter. Allow a day or two for collecting words. Have students report at the end of the time. Save their lists and when you are working with alphabetizing have them alphabetize their lists; eventually the entire collection could be compiled as a class dictionary. You might wish to duplicate the complete lists so that each pupil could have the total class effort. The following are possible divisions of the alphabet.

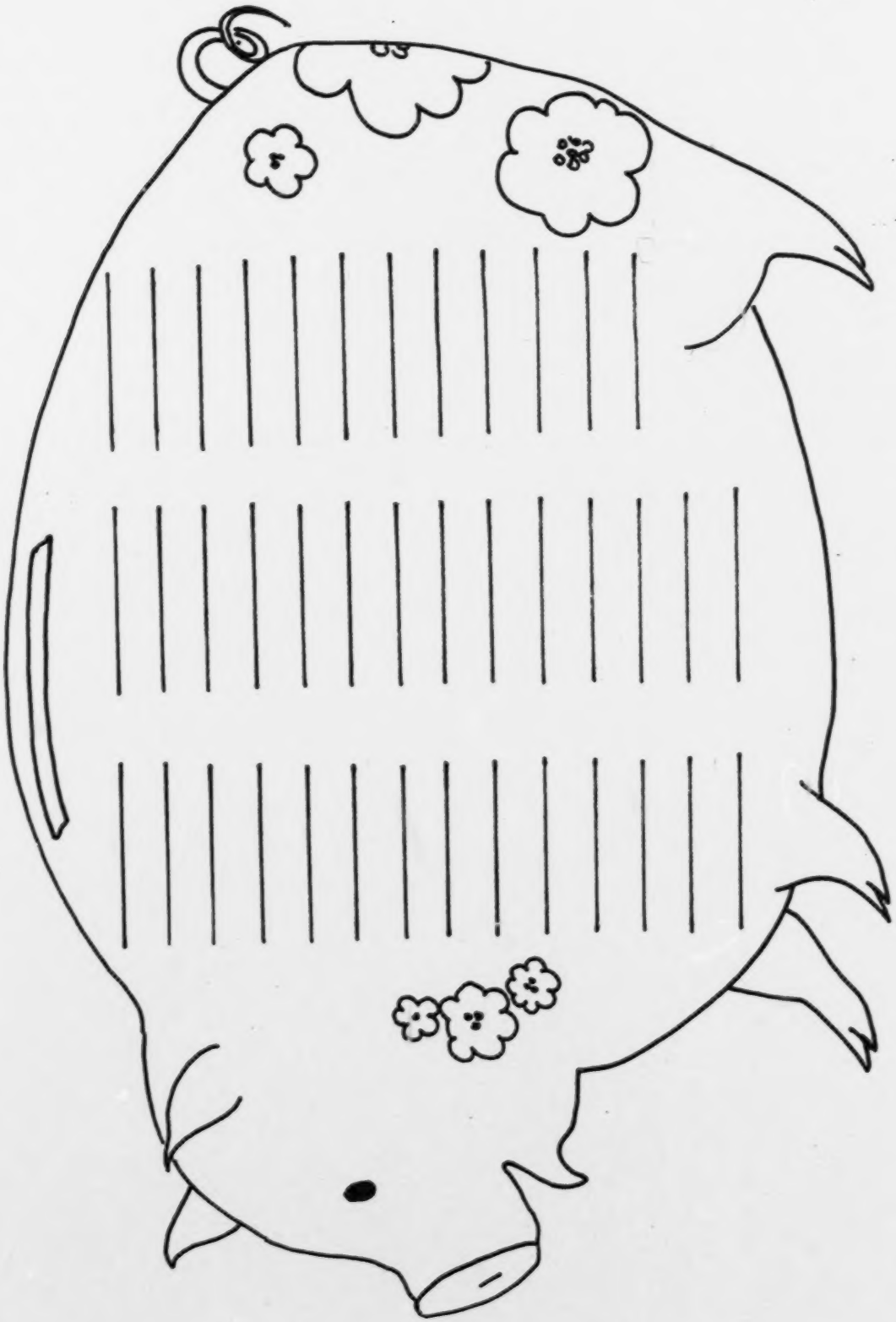
   AB CD EF GH IJ KL MN OP RS TU VW QXYZ

3. Have students, either at home or during school time, cut out words from the magazines or newspaper--long words, short words, words in big print, small print, etc. Then have them arrange the words in a collage on a big piece of construction paper and glue them on. Use their collages for a display.

Fun With Words
Lesson 1
Student

Language C - D

WORD BANK



THE BUILDING BLOCKS OF LANGUAGE

PURPOSE. To help students understand that a word is something that we can pronounce, that we know the meaning of, and that we can use with other words to make (build) sentences.

MATERIAL: A paper bag of a box and slips of paper on which are printed words, enough for each student. They should be words within the vocabulary of your students and ones whose meaning can be fairly easily explained by them.

SUGGESTED PROCEDURE:

1. Begin by asking students if they ever played with building blocks, and if so what they didwith them. What did they build?

   Then ask if they can think of some other kinds of things that are used to build with. (Carpenters use bricks and boards. Cooks use flour and sugar and eggs and baking powder to make cakes. A watchmaker uses springs and wheels and screws to build a watch, etc.)

2. Finally, read the following riddle to them. You might want to have it on the board at the beginning of the lesson and not mention it until this time. See if they can guess it.

   Riddle: Right now each of you has with you the building blocks of language. They are in your mind to use whenever you need them. You have been gathering them up ever since you were a tiny child. Can you guess what they are? (Try to get students to say "words.")

3. Continue with the analogy by saying that a carpenter knows how to use bricks and boards and nails and he uses each for a different purpose. What do we know about words that helps us use them? Proceed, without much discussion of this question, to bring out the bag in which are the slips of paper with words on them and have students take turns drawing out one of the slips. As each student draws a slip out of the bag he must tell what he knows about the word. Help him by asking

   Can you say it? (Point out that therefore he knows how to pronounce it.)

   Can you tell us what it means? (Probably what most students will tell you will be what the thing the word refers to is. For example, if "money" is one of the words, the

student may tell you what money is. Then you can ask such questions as "Can you spend the word "money?" The word isn't money. Instead it is something we use to refer to money. When talking about meaning you'll have a chance to differentiate between words and what they refer to.)

What can you do with the word? Can you use it in a sentence? Try. (Maybe he'll need some help from his classmates.)

After each student has had a turn, summarize what has been said by bringing out the following generalization:

When we know a word we know how to say the word (and to write it); what the word means; and how to use it with other words to build sentences.

4. Have students ask their parents about what their first words were and any interesting stories they remember about how they learned to talk. Follow up the next day with a short discussion in which they can report. In most cases they will say that they first learned to say words before they began to put them together. (But this isn't always the case.) Emphasize that when they learned words they learned to say them, what they meant, and eventually how to use them with other words. Use the following questions to guide discussion:

   a. When you learned to talk you probably used words all by themselves. Why don't you use words all by themselves now?

   b. Could you say what you wanted to if you could only use words separately? (Try to introduce the idea that we must combine words in order to say what we want to.)

   c. Why do you think we call words the building blocks of language?

POSSIBLE EXTENSIONS:

1. Make pictures of blocks on tagboard cards, or use actual blocks of wood. Glue or paint words on them. Choose words that can be put together in a variety of ways to make sentences. Let children build sentences with the blocks.

2. Glue blocks with words on them to a bulletin board.

3. Have a writing assignment on "How I Learned to Talk."

4. Have a bulletin board of pictures which show the many places we use words (language) or make a display of objects such as newspapers, books, maps, letters, labels on cans, cartons, food packages, etc. Have children draw pictures illustrating situations in which people are using words.

5. Provide each student with a three-inch length of a newspaper column. Don't use headlines. Be sure that all type is the same size. Ask each pupil to study his own selection and complete the answers to these questions.

   How many words did you find? _____ (total count)

   Are any words used more than one time? How many times was each repeated? _____

WORDS HAVE MEANING

PURPOSE: To sharpen the student's awareness of the meaning of words and to provide practice in distinguishing one word from another on the basis of meaning.

MATERIAL: Sets of tagboard cards with words in different categories. See the description in Suggested Procedure below. It is important to have these prepared ahead of time. Sample in Supplementary Material envelope.

Student lesson, "Words Have Meaning," for each student, filed separately.

SUGGESTED PROCEDURE:

Note: This lesson is intended to be used repeatedly at intervals over a period of time. It actually is a suggested technique for making students aware of the meaning of words and for developing interest in words. Be sure to read the section on the meaning of words in the Teacher's Introduction to this unit.)

1. The first time you use this lesson begin by writing the word "category" on the board. Ask students if they know what it means. Illustrate its meaning by putting two lists on the board. For example you could use 1) dog, cat, cow, mouse and 2) shirt, pants, coat, socks. By questioning get students to tell you that one list has words that mean animals and the other words that mean objects of clothing. So the categories they belong to are animal and clothing. (When students understand the meaning of the word they can add it to their word bank.) Then tell them they are going to play a game called Category which has many versions.

   As an illustration put on the board a general word which can serve as a category--for example color, food, relative, plant or vehicle. Have students see how many words they can think of that would fit into the category in 60 seconds (or some other short period of time). Either have them volunteer the words and you write them down, or have each student write what he can think of individually and see who gets the most in the given time. Then let students share their lists as you write them on the board.

2. The following game-like activities are all versions of the category game. There are a number of possibilities for using them either with your whole class, with groups, or, in some cases, with individuals. You may use all of them at one time or another, or choose the ones that you feel would work best with your students.

You may use them as a model for other activities of the same kind that you may think of. Many of them can be done in the short free-time periods that you often have--while waiting for the bell to ring or the last ten minutes before lunch, etc.

Each game involves either thinking of examples of words that belong to a given category, when the category is given, or identifying the category that a set of words belongs to when only the words are given. The latter involves recognizing the common meaning.

a. Divide students into groups and call out the name of a category. It will be a general word. In a specified time see which group can think of the most words that fit into the category. Have the groups share their words at the end and check to be sure all the words belong.

b. Prepare sets of tag board cards with large block letters. Each set should contain words (one to a card) that fit in a single category. Because you will often mix up the sets, give each set a number and put the number on the back of each card in the set for ease in reassembling. You can begin with a few sets and add to them as needed. You will think of many uses for these cards. Here are a few:

   Use these cards when you are selecting groups for group activities. For example, if you want to divide your class into five groups, pass out the cards from five sets. Then, one by one call out the names of the categories represented by the sets. All those who have cards in the same category will get together and work as a group.

   Divide your class into groups and give each group some cards from several categories. Each group will arrange its cards into categories and name the category. This activity could also be carried out by individual students working alone.

   Students could be encouraged to think of categories and make their own sets of category cards to add to the class sets.

c. This is a game for the whole class or for a group of students. The first player thinks of a word, for example pink or dog. The next player must recognize what category the word belongs to and give another example from the same category. Recognizing pink as a color, he might say blue; or recognizing dog as belonging to the category animal, he might say cat. Go around the room

until a player can't think of a word in the same category or until he chooses a word that doesn't fit. The next player will then start a new category. A variation would be for you to name a category and let players go around the room giving words that belong to the category.

d. This game is like a spelling-bee. It can be played in two ways. Divide the class into teams. In one version you will name a category and the first person on one side will give an example. If he can't, it will be the turn of the first person on the other side, and the first player must sit down. Continue to give categories first to one side and then the other until only one person is left standing or until your time is up. The side with the most left standing wins.

In the other version you give specific words and the players must name the categories.

e. Divide the class into several groups, and have them line up, with the first one in each line facing the board. Call out a category and the first person in each group will rush to the board and write a word in the category on the board and return to the end of his line. The next one in line will then rush to the board and add another word, and so on. At the end of a specified time, the group with the most words wins.

f. As students mature in their ability to distinguish the meaning of words by grouping them into broad categories, you can proceed to finer distinctions and have them make subcategories. For example, lion, dog, cat, tiger, raccoon, cow, and horse all belong to the category of animal. But within that category we recognize some as wild animals and some as tame or domesticated. To provide practice in this kind of subcategorization, use the sets of tagboard cards. Divide the class into groups and pass out large sets that have several subsets, such as the example above. Each group would try to divide the cards into subsets. Have them come together again to explain their subcategorization. What they will be doing is making finer distinctions in meaning.

3. The following groups of words are included here as possibilities for you to choose from in working with categories and in preparing cards. Notice that many of the categories are concrete nouns, since it seems to be easier to isolate the meaning of such words and to identify the meaning category to which they belong. The emphasis in this lesson, however, should not be on the kind of word but only on its meaning. And there are also groups of other kinds of words included.

When you are using this lesson, begin with quite simple, obvious categories and progress to more subtle groups as students gain experience. You will be able to think of other groups also and other words to add to each group.

relative: mother, father, sister, brother, son, daughter, uncle, aunt, grandfather, grandmother, niece, nephew, cousin

possible subcategories: female relative and male relative

occupation: doctor, teacher, lawyer, carpenter, storekeeper, salesman, clerk, secretary, engineer, farmer, sailor, tailor, plumber, electrician, etc.

feeling (emotion): hate, love, fear, anger, happiness, boredom

food: hamburger, sandwich, potatoes, gravy, meat, pie, cake, cookie, cereal, bread, toast, peas, salad, etc.

possible subcategories: pastry, vegetable, fruit, meat, etc.

vehicle: train, car, truck, tractor, boat, airplane, pickup, bus, trailor, wagon, cart, bicycle

infant: kitten, baby, puppy, colt, duckling, calf

animal: dog, cat, lion, tiger, etc.

possible subcategories: wild animals, domestic animals

time: now, then, later, soon, early, after, when, before, often, year, month, day, etc.

disposition: kind, mean, pleasant, friendly, cross, vicious

activity of the senses: see, feel, hear, smell, taste

activity of the mind: know, think, believe, understand, imagine

shape: round, square, triangular, rectangular, curved, angular, oval, oblong

size: large, small, little, big, fat, skinny, slender, huge, tiny, gigantic, chubby

way of moving (locomotion): run, jump, walk, crawl, creep, gallop, stroll, leap, skip

perceived by feeling: smooth, rough, wet, cold, soft, hard, warm, cool

liquid: milk, water, lemonade, coke, pop, milkshake, cocoa, coffee, tea, vinegar, ink, kerosene, oil, paint

sounds: bang, crash, scream, cry, talk, whisper, shout, boom, thud, scratch

possible subcategories: vocal sounds, nonvocal sounds

4. The student lesson can be used for an individual assignment when you feel your students have had enough practice in working with categories. You can use it as a means of determining how much they have learned.

POSSIBLE EXTENSION:

Activity card 15 suggests an individual activity involving categories for students to do.

WORDS HAVE MEANING

1. Match each of these sets of words with the category at the side that it belongs to.

1. hammer, saw, plier, screwdriver, wrench	a. FLOWERS
2. rose, pansy, daisy, daffodil, tulip	b. FEELINGS
3. igloo, house, tent, tepee, cottage, mansion	c. SOUNDS
4. bang, drip, boom, scratch, knock	d. DWELLINGS
5. happy, sad, angry, afraid	e. TOOLS

2. Draw a circle around the word in each of the following sets that doesn't belong with the other words in the set.

1. red, blue, tall, brown, orange
2. desk, table, chair, wagon, bed
3. sister, mother, friend, aunt, son
4. milk, water, tea, coffee, bread
5. father, brother, grandmother, uncle, son
6. rain, star, sun, moon, planet
7. dog, fish, cow, pig, horse
8. tall, short, fat, thin, tired

MEAN-ALIKE WORDS

PURPOSE: To introduce students to the concept that some words, synonyms, mean very much the same thing.

MATERIAL: Student lesson to hand out to each student, filed separately. This lesson, "Mean-Alike Words," consists of a cross-word puzzle for students to work.

Sets of tagboard cards with synonyms, one word to each card. These should be prepared ahead of time.

Crossword puzzle to put on overhead or board and use in showing students how to do such puzzles. There is a copy in the Supplementary Material envelope.

SUGGESTED PROCEDURE:

1. Remind students that when they know a word they know what it means. Then put on the board two synonyms, such as large and big, and ask what students know about the meaning of these two words. Someone will tell you that they mean about the same thing. Introduce the word synonym and tell students that two words that mean the same are called synonyms.

2. Prepare sets of synonyms on tagboard cards and pass them out, one card to each student. Students should hold the cards in front of them so that other students may see them. Give students a specified time to find their partners by looking for the synonym to the word on their own card. Play this game on several different occasions, adding new pairs of synonyms each time. The following are possible pairs, or in some cases triplets. As students learn to use the dictionary they will be able to add pairs of synonyms to the class set. Encourage them to make cards for the synonyms they find.

close - shut
rug - carpet
quiet - silent - still
finish - complete
allow - let
build - make
below - underneath
dirty - soiled
wet - moist - damp
dirt - soil - earth
large - big
little - small - tiny
friend - chum
rock - stone
hard - difficult
evil - bad
rise - climb
baby - infant
woman - lady
man - gentleman
grass - lawn
car - automobile
truck - pickup
bright - shiny

walk - stroll	start - begin
turn - rotate	old - aged
dog - hound	pretty - beautiful
cold - icy	fine - good

3. Put the crossword puzzle found in the Supplementary Material on the overhead or board and work it out with your students' help. Let them come up and write the words in. Each word should be a synonym for the one listed. Sharp students may notice that synonyms usually do not mean exactly the same thing. Point out that some of the words in the puzzle go across and some go down.

   The answers that fit are.

Across:	1. friend	Down:	1. fast
	4. begin		2. dog
	5. rug		3. infant
	6. lawn		4. bug

4. When students know how to do a crossword puzzle hand out the student lesson sheet. Read the first part with your students and then have them do the puzzle, working either individually or in pairs. Have a follow-up period to share answers.

   The answers that fit the puzzle:

Across:	1. cry	Down:	1. close
	2. small		2. stone
	3. old		4. love
	5. now		7. nap
	6. end		
	8. evil		

5. The second exercise in the student material should probably be used only with your fourth graders or more advanced third graders. It introduces students to the fact that although synonyms share much of the same meaning, they differ somewhat, sometimes in very subtle ways. In many sentences they are not interchangeable.

Answers:	1. a. dirt	2. a. rising	3. a. build
	b. soil	b. climbing	b. make
	4. a. grass	5. a. still	
	b. lawn	b. silent	

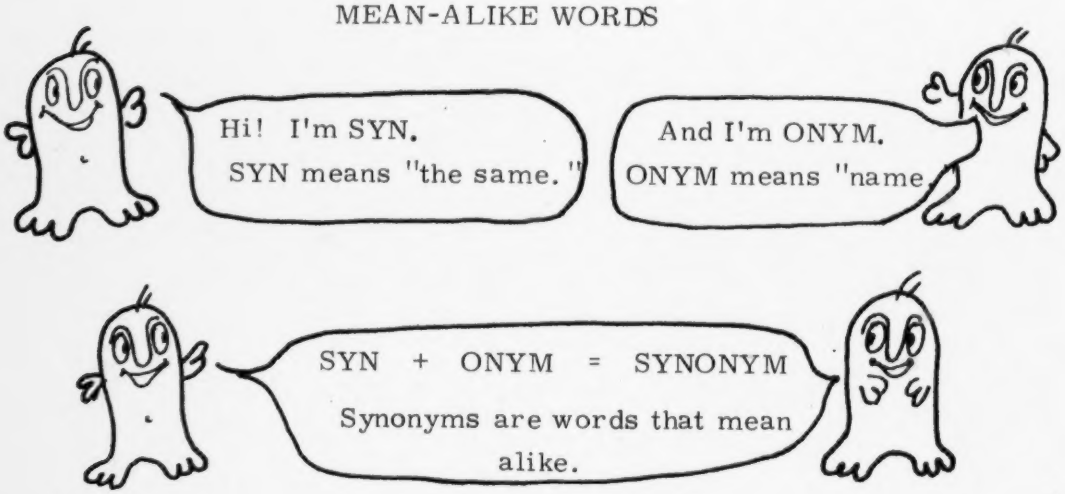
POSSIBLE EXTENSION:

Activity card 11 suggests an individual activity involving synonyms.

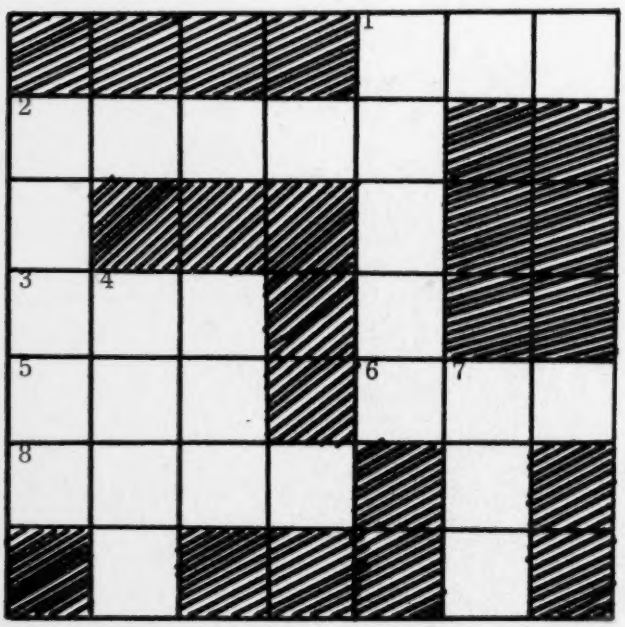
Fun With Words
Lesson 4
Student

Language C - D

MEAN-ALIKE WORDS



1. You know many synonyms. Use what you know about synonyms to work this crossword puzzle. Fill in the blank spaces after each number with synonyms for the words with the same numbers at the side. Notice that you will write some of the words across and some of them down.



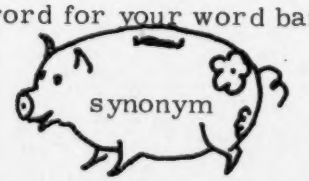
Across

1. weep
2. little
3. aged
5. immediately
6. finish
8. bad

Down

1. shut
2. rock
4. like
7. sleep

A word for your word bank



2. Here are five pairs of synonyms and two sentences to go with each pair. Decide which of the two synonyms works best in the blanks in the sentences.

1.	soil	a. The little boy has _____ on his face.
	dirt	b. This is poor _____ for roses.
2.	climb	a. The bread is _____ing in the pan.
	rise	b. We are _____ing the mountain.
3.	build	a. The engineer will _____ the bridge.
	make	b. Mother will _____ cookies.
4.	grass	a. He tracked _____ into the house.
	lawn	b. They have a beautiful _____.
5.	still	a. The child held perfectly _____.
	silent	b. The halls were perfectly _____.

Do you think the following sentence is true or false?

_____ Synonyms don't always mean exactly the same.

MEAN-OPPOSITE WORDS

PURPOSE: To introduce students to the concept that some words, called antonyms, have opposite meanings.

MATERIAL: Student lesson, "Mean-Opposite Words," to pass out to each student.

Sets of tagboard cards with antonyms on them, one word to the card. See item 2 in Suggested Procedure below.

SUGGESTED PROCEDURE:

1. Remind students that when they know a word they know its meaning. Each word is special and they know thousands of words. Also remind them that some words mean the same thing. Ask what such words are called.

   Put on the board a pair of words that are antonyms, such as up and down, right and left, or hot and cold. Ask students what they know about such pairs of words. Help them to tell you that the words have opposite meanings. Introduce the word antonym as the name of such words. Write it on the board and have students say it. Remind them what syn and onym mean and ask what they think ant might mean. (It of course is related to anti, meaning opposite or against.)

2. Provide practice in recognizing antonyms by using tagbcard cards. You could make a few yourself as examples and then pass out blank cards, two to a student, and have them help you make other pairs. They will learn while doing it. Here are some possible pairs for you to use:

young - old	dark - light	begin - end
old - new	under - over	right - left
laugh - cry	late - early	stop - start
yes - no	back - front	happy - sad
pretty - ugly	top - bottom	wet - dry
cold - hot	smooth - rough	down - up
big - little	day - night	sick - well
large - small	fast - slow	sweet - sour
clean - dirty	noisy - quiet	soft - hard

   a. Pass out pairs of cards with antonyms, one card to a student, and then have each student try to find the person with the antonym of the word on his own card.

b. Pass out only one of each pair of antonyms. Have students, working in groups, list what the antonyms for each one are. See which group will finish first.

c. Mix the cards up and then hold them up one by one and have students tell you the antonym. The student who says it first gets the card. The one getting the most cards, wins.

3. After working with antonyms in game-like activities for several days, pass out the student lesson and read the introductory part with the class. Remind them how to work crossword puzzles. Then have them work the puzzle, either individually or in pairs. The answers are:

Across:	1. old	Down:	1. opens
	4. night		2. light
	5. sweet		3. late
	6. stop		6. wet

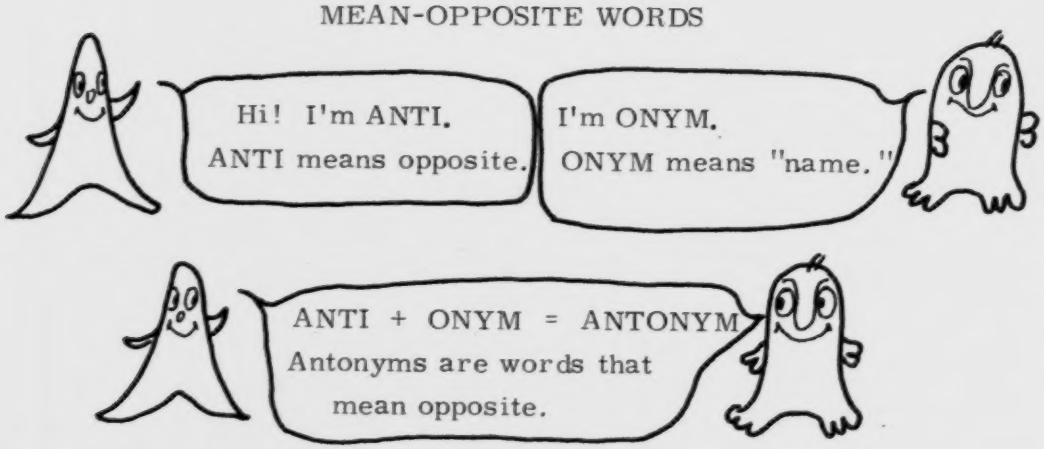
The second exercise can be done orally or as a written assignment.

POSSIBLE EXTENSIONS:

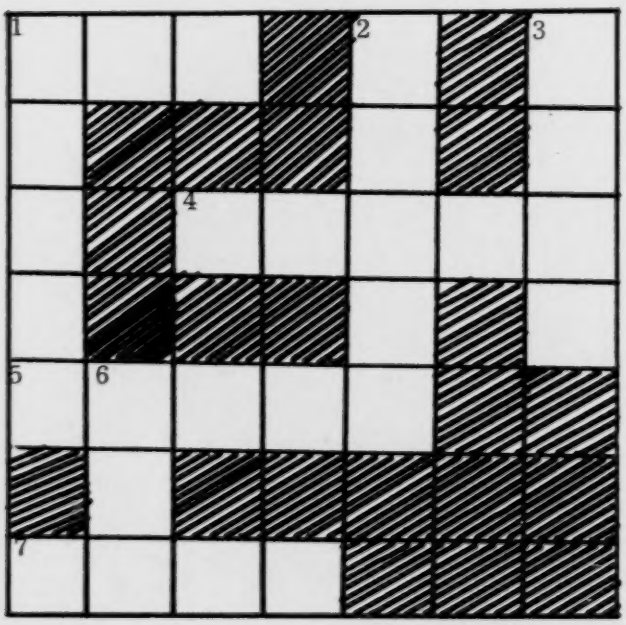
1. Activity card 12 suggests an individual activity involving synonyms.

2. For those antonyms that can be represented by pictures, have students draw pictures illustrating a pair of homonyms: for example, a dirty child and a clean child; a big boy and a little boy, etc. Make a display of their pictures.

MEAN-OPPOSITE WORDS



1. You know lots of antonyms. Use what you know to do this puzzle. Fill in the blank spaces following each number with an antonym of the word with the same number in the list at the side. Notice that some of the words go across and some go down.



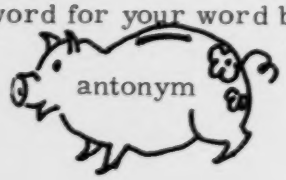
Across:

1. young
4. day
5. sour
7. start

Down:

1. shuts
2. dark
3. early
6. dry

A word for your word bank



2. Rewrite this paragraph. Use an antonym, a word with the opposite meaning, in place of each underlined word.

An old man walked slowly to the huge store on the corner. He wore his new, heavy winter coat because the day was very cold. The front of his coat was very dirty. He was a thin, short man. His eyes were narrow slits in a very sad face.

SOUND-ALIKE WORDS

PURPOSE: To help students learn that there are some words which sound alike but do not have the same meaning.

MATERIAL: Two pages of pictures illustrating homonyms to use on the overhead projector or otherwise reproduced. There is a copy in the Supplementary Material envelope.

Set of tagboard cards with the pictures on one side and the word represented by the picture on the opposite side. You can use the picture on the overhead. See item 4 in the Suggested Procedure below.

Student lesson, "Sound-Alike Words," to pass out to each student.

SUGGESTED PROCEDURE:

1. Review the meaning of synonym and antonym. Point out that they each have part that is the same, onym. Then put on the board two sentences with homonyms, such as

   I have a pair of shoes.
   I ate a ripe pear.

   Ask students if they can find two words that are alike in these sentences. Ask how they are alike and how they are different. (They are pronounced the same but have different meanings and different spellings. See the general introduction to the unit.)

2. Introduce the word "homonym." Put it on the board and have students say it. Tell them that words that sound alike but have different meanings are called homonyms.

3. Put the transparency of the pictures of homonyms on the overhead and have students take turns making sentences using each of the homonyms. Then you might use the homonyms in sentences and have students identify which word you have used.

4. Use tagboard cards to help students become familiar with homonyms. The tagboard cards should have pictures on one side and the word on the other, for example a picture of a pear and the word "pear." See sample in Supplementary Material. Here are some possibilities for using them:

   a. Pass out the set of cards, one to a student. Students should hold up the cards so that the pictures are visible to the other students and the word on the back is visible to the student

holding the card. Students will try to find the student whose card has the matching homonym. The name on the back will be a clue to the student as to what to look for and will reinforce his knowledge of how to spell the word.

b. Use the cards to help students learn to spell homonyms. Pass out the cards, one to a student, with the word down and the picture up. Each student should write the homonym represented by the picture and then turn over the card to see if he spelled it right.

You could also pass out cards to groups of students and have them write the words the pictures stand for. The group through first with the most correct spellings, wins.

c. Students could use the set of homonyms to work on spelling individually. They could look at the pictures, write the words represented by the pictures, and then turn the cards over to check their spelling. Or they could look at the words, write sentences using them, and then turn the cards over to see if they used the right meaning.

d. Encourage students to find other pairs and make cards to illustrate them.

5. After some practice with homonyms in game-like activities, check what students have learned by passing out the student lesson, which consists of two exercises. The first simply asks students to identify homonyms. The second asks them to use the ones they have identified in sentences.

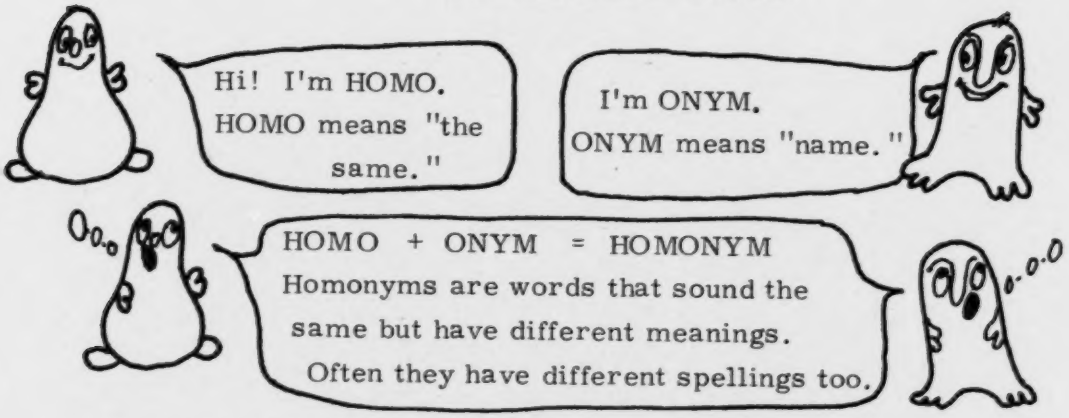
POSSIBLE EXTENSIONS:

1. Activity card 13 has suggestions for individual activity using homonyms.

2. Have students make outlines of a pair of hands and label them with a pair of homonyms, one to each hand. Use the pairs of hands for a bulletin board display.

3. Whenever students find new homonyms, have them try to illustrate them with pictures which you can place on the bulletin board.

SOUND-ALIKE WORDS


Hi! I'm HOMO.
HOMO means "the same."
I'm ONYM.
ONYM means "name."
HOMO + ONYM = HOMONYM
Homonyms are words that sound the same but have different meanings.
Often they have different spellings too.

Exercise 1: Draw circles around the homonyms in each of these pairs of sentences.

a. Joe ate a pear for lunch.
Joe has a new pair of shoes.

b. Mary has a blue dress.
The wind blew hard.

c. Don't write in the book.
Which is right?
Turn to the right.

d. Joe is John's son.
The sun is shining.

e. We picked berries in the pail.
She turned pale at the sight.

f. The truck will tow the car.
George stubbed his toe.

g. Bill went sailing on the sea.
Can you see the bird?

h. Kate has red hair.
The hare has long ears.

i. I have five cents.
Don has good sense.

j. Stars shine at night.
The knight wore armor.

Exercise 2: Fill in the blanks with the homonyms you drew circles around in Exercise 1.

a. _____ is a fruit.
_____ means two things which go together.

b. _____ is what the wind does.
_____ is a color.

c. _____ means a direction.
_____ means putting words on paper.
_____ means correct.

d. _____ is a ball of fire in the sky.
_____ is a male child.

e. _____ means without color.
_____ is a bucket.

f. _____ means to pull.
_____ is what you have on the end of your foot.

g. _____ is a creature with feathers.
_____ is a large body of water.

h. _____ is a rabbit.
_____ grows on your head.

i. _____ means ability to think.
_____ is a kind of money.

j. _____ was a soldier who wore armor.
_____ is the opposite of day.

DICTIONARIES AND THE ABC'S

PURPOSE: To introduce students to the dictionary.

MATERIALS: Dictionaries for students to look at, ideally a set of the same dictionary so that each student, or each pair of students, has one. If this is not possible, you can adapt the lesson so as to use several different kinds. You should be familiar with each so that you can comment on the differences.

Written lesson, "Dictionaries and the ABC's," for each student, filed separately.

Sample dictionary page to put on a transparency and use on the overhead. You may use the copy in the Supplementary Material envelope or make one of your own using a sample page from a dictionary your students will be using. Try to choose a page that will illustrate all the points that will be made in this and subsequent lessons.

SUGGESTED PROCEDURE:

Note: This lesson should be used as an introduction to the dictionary for younger children and as a review for students who have already worked with the dictionary.

1. Begin by reminding students of their own individual word banks and what they know about the words in their own vocabulary. Then ask:

   Are there more words than you know?

   Suppose you hear a word, or read one, that you have never heard before. How would you find out what it means, or how to say it, or to use it? (Allow students to offer a few suggestions. Someone might suggest the dictionary.)

2. Pass out dictionaries and explain that there is a written record of all the words that all the people together know and use. It is called a dictionary.

3. Allow students to browse through the dictionaries and discover what they can about them. You might let them work in groups and have each group report on what they find. Help students to discover that the dictionary is a list of words and that there is information about each of the words listed.

   Have students suggest all the kinds of information they think they might be able to find in a dictionary.

Give them five minutes to see if they can find out something they didn't know by using the dictionary they are looking at.

If you are using several different dictionaries, let students trade so that they can examine several different ones. If you have an unabridged dictionary in the room, have someone look at it and discuss why it is bigger than the ones they are using.

4. Finally ask:

   If you wanted to find a particular word in the dictionary how would you go about looking for it? (Help students discover that all the words at the beginning begin with a, followed by words with b, etc.)

   What must you know in order to use the dictionary? (The alphabet and how it is arranged.)

5. If your students already know alphabetical order you will need only to review it. If not, you'll have to devise some techniques to provide drill. You probably knowquite a few already. It is important to use activities the children enjoy. Here are some suggestions:

   a. Try to find an alphabet song and teach the children to sing it. Sing it often.

   b. You undoubtedly have the alphabet displayed some-place in the room for children to use in writing. Refer to it and point out the order.

   c. Make tagboard cards with a letter of the alphabet on each. Pass them out and at a signal have students try to line up in alphabetical order.

   d. Prepare large name tags with the last name of each student, or have students prepare their own. Then have the students arrange themselves in alphabetical order while holding their name tags. There may be several children whose names begin with the same letter. If so, you can raise the question of which should come first and leave it with them to think about. It will motivate a later lesson.

6. Use the student lesson, "Dictionaries and the ABC's," to provide individual practice or as evaluation of what your students know about alphabetizing. There is a word beginning with every letter but x. You might want to have a word beginning with x in the piggy bank on your board, without commenting on it. See who notices it. You might want to see who can finish the student sheet first if your group responds well to competition.

POSSIBLE EXTENSIONS:

1. To show how alphabetical arrangement is used, bring the telephone directory to the classroom. Or borrow the file of enrollment cards from the school office to show how pupils' names are arranged. Or bring some large mail order catalogs and have students consult the index to see how it is arranged.

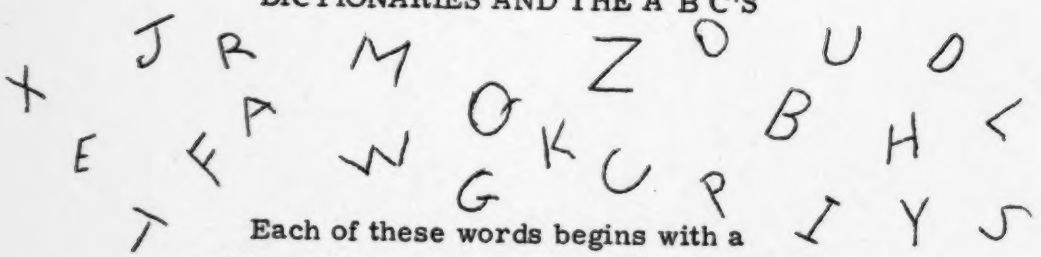
2. If you can collect a variety of different kinds of dictionaries, you might make a display of them. You could include any foreign language books of words and phrases a tourist might use. Students should be able to browse through them freely to see for themselves any differences and similarities. Maybe students could bring some dictionaries from home to add to the display.

3. Activity cards 23 and 24 might be used with this lesson.

Fun With Words
Lesson 7
Student

Language C - D

DICTIONARIES AND THE A B C'S



Each of these words begins with a different letter of the alphabet. Find the word that begins with the first letter and put 1 before it. Put 2 before the word that begins with the second letter. Put numbers in front of each of the words to show the order in which their beginning letter comes in the alphabet.

___ about
___ yes
___ nice
___ water
___ every
___ open
___ jam
___ vine
___ canary
___ paper
___ goose
___ queen
___ breakfast
___ light
___ dove
___ rain
___ fossil
___ up
___ kangaroo
___ train
___ icicle
___ happy
___ zero
___ shoe
___ money

What letter is missing? ___

Be on the lookout for a word beginning with that letter!

See who will be first.

ALPHABETIZING

PURPOSE: To provide practice in alphabetizing.

MATERIALS: Class set of dictionaries.

Six written lessons for each student, "Alphabetizing," 1, 2, 3, 4, and 5, and "Guide Words," all filed separately.

Transparency of sample dictionary page to use on the overhead, either the one in Supplementary Material or one you make yourself.

SUGGESTED PROCEDURE:

Note: This lesson has great flexibility and should be adapted to the individual needs of your students.

1. Have students examine their dictionaries and decide what letters are found in the first third, in the second, and in the third. (Most dictionaries divide approximately between F and G, and P and Q, but look at the dictionaries your students will be using. Have a rapid-fire drill in which you say a word and students tell you quickly which part of the dictionary the word would be found in. This game-like activity can be played often during odd minutes, or whenever you come across a new word.

2. Put the sample dictionary page on the transparency and help students discover that in order to find a word they need to know not only the general part of the dictionary it might be found in but what letter comes before the letter it begins with and what one comes after.

3. Use the student lessons on alphabetizing to provide drill as needed. With younger students you might want to use only the first three and teach each one individually. More advanced students could probably work through the entire set by themselves, proceeding at their own rate. The exercises are of increasing difficulty. Here are some suggestions about each:

    a. "Alphabetizing (1)" provides practice in remembering letter sequences. The lesson could be done individually by students, as a group activity, or you could put it on the board and have students take turns filling in the blanks.

    b. "Alphabetizing (2)" provides practice in alphabetizing groups of words based on their first letter. The key follows:

1.	2.	3.	4.	5.
1	5	5	3	1
3	1	4	5	3
2	2	1	2	2
4	3	3	1	5
5	4	2	4	4

c. To introduce "Alphabetizing (3)" you might put on the board some words which begin with the same letter but have different second letters (e.g., bat and bit, or two words on the transparency). Help students discover that if the first letters are the same, the words are arranged according to their second letters.

"Alphabetizing (3)" gives practice in alphabetizing on this basis. The answers are provided right on the lesson so that if you like you can let students do the lesson and go right on to "Alphabetizing (4)."

d. "Alphabetizing (4)" provides practice in alphabetizing on the basis of the third letter when the first two letters are the same. The key is provided right on the student lesson for self-evaluation. If you like you can let students then go right on to the next lesson sheet.

e. "Alphabetizing (5)" involves making decisions as to whether to look at the second, third, or fourth letter of a word and should be a good exercise for evaluating how well your students have mastered the skill. The key follows:

1.	2.	3.
3 cane	2 charge	3 date
1 cafe	3 charm	2 data
2 cake	1 chair	1 dash

4.	5.	6.
3 mint	3 palomino	3 scrimmage
2 mine	2 palm	2 scratchy
1 mind	1 pale	1 scramble

7.	8.	9.
2 tangle	3 volcano	3 smooth
3 tape	2 voice	2 smoke
1 tandem	1 violent	1 smiling

10.
2 round
1 rough
3 rubber

5. When students have gained some skill in locating the general area in which a word is located in the dictionary and in deciding whether a word follows or precedes another word, they can make use of guide words. Use your sample transparency and have students look at the words at the top of the page and find where else the words are located on the page. Help them discover what the words

at the top are used for and why they are called guide words. You could have them look at several pages in their own dictionaries for reinforcement. Then provide some oral practice in deciding if a given word is on a page by looking at the guide words at the top. Finally, use the written lesson "Guide Words." The key follows:

1. familiar, false, and falter
2. human, humidor, humble, humid, and hullabaloo
3. reptile, require, reputation, reprove, and republican

6. The drills on alphabetizing and using guide words need not be completed before students actually begin to use the dictionary to look up words in. Whenever a word comes up that someone has a question about, use that as an opportunity for getting out the dictionaries and helping students find the word. When they have caught on to the technique, have periodical drills (five minutes at a time is enough) to see who can be the first to find the words you give them. Encourage them to go to the dictionary whenever they have questions. Subsequent lessons deal with the kinds of things one can find in a dictionary, but students will also learn much simply by using the dictionary. The habit of using the dictionary must be reinforced at every opportunity.

Fun With Words
Lesson 3
Student

Language C - D

ALPHABETIZING (1)

To use a dictionary you must know the twenty six letters in our alphabet and know what order they come in. See how well you know this by filling in the missing letters.

a b ___ d ___ ___ g ___ ___ j k ___ m ___ o

p q ___ ___ t u ___ w x ___ ___

Now see how fast you can write the missing letters in each of these series of three letters. Look at the alphabet you did at the top of this page if you need to.

1. ___ ___ d
2. ___ k ___
3. f ___ ___
4. ___ m ___
5. ___ ___ l
6. ___ f ___
7. k ___ ___
8. ___ ___ s
9. ___ s ___
10. s ___ ___
11. r ___ ___
12. m ___ ___
13. ___ x ___
14. x ___ ___
15. ___ e ___
16. ___ o ___
17. a ___ ___
18. ___ ___ k
19. ___ ___ j
20. g ___ ___

ALPHABETIZING (2)

In each of the following sets of words, put 1 by the word that would come first in the dictionary, 2 by the word that would come next, and so on. The first one has been started for you.

1. ___1___ apple
   ___ milk
   ___2___ ball
   ___ potato
   ___ strawberry

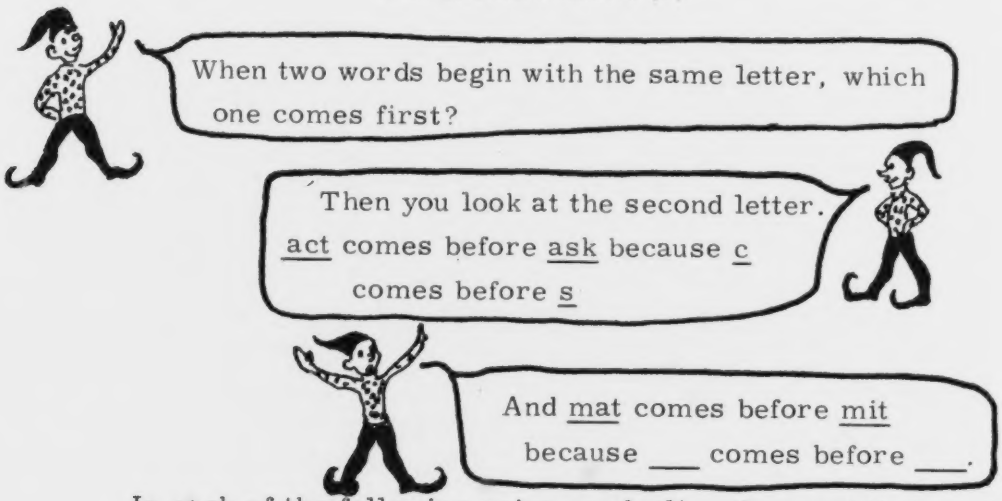
2. ___ tool
   ___ candy
   ___ icecream
   ___ glove
   ___ sail

3. ___ take
   ___ new
   ___ bake
   ___ honey
   ___ cake

4. ___ juice
   ___ light
   ___ glue
   ___ fairy
   ___ king

5. ___ orange
   ___ shake
   ___ play
   ___ very
   ___ tease

ALPHABETIZING (3)


When two words begin with the same letter, which one comes first?
Then you look at the second letter. act comes before ask because c comes before s
And mat comes before mit because ___ comes before ___.

In each of the following pairs, underline the word that would come first in the dictionary. When you have completed section A, check your answers at the bottom. (They are upside down). If you miss no more than 1, go on to the next sheet. If you miss more than 1, do section B.

A.
1. zip zoo
2. ask answer
3. braver beaver
4. come camp
5. tip think
6. nice note
7. dry desk
8. mother map
9. up use
10. ice if
11. vote vine
12. four five

B.
1. white write
2. yellow yard
3. keep kick
4. every each
5. oil out
6. hunt hot
7. park pine
8. glue gave
9. loan leaf
10. rum rain
11. jolly jelly
12. school sky

A. zoo desk
answer map
beaver up
camp if
tip vine
nice five

B. white park
yard gave
keep leaf
each rain
oil jelly
hot school

ALPHABETIZING (4)

If words have the same first two letters, which one comes first?

Then you look at the third letter of each word.

shake comes before she because a comes before e.

And never comes before new because ___ comes before ___.

In each of the following pairs, underline the word that would come first in the dictionary. When you have completed section A, check your answers at the bottom of the page. If you miss no more than 1, go on to the next sheet. If you miss more than 1, do section B.

A.
1. gate game
2. each eat
3. clouds cleanest
4. jump jungle
5. quiet queen
6. shake shingle
7. horse house
8. house home
9. moon move
10. black blue
11. yet yes
12. rain rake

B.
1. absent above
2. fat fad
3. dog door
4. kick king
5. stove stand
6. new near
7. hit high
8. pea peg
9. zebra zero
10. vat vane
11. cane came
12. wink wit

A. 1. game 7. horse
2. each 8. home
3. cleanest 9. moon
4. jump 10. black
5. queen 11. yes
6. shape 12. raw

B. 1. above 7. high
2. fad 8. pea
3. dog 9. zebra
4. kick 10. vane
5. stand 11. came
6. near 12. wink

ALPHABETIZING (5)

ant comes before bake in the dictionary
because a comes before b

ant comes before ape
because n comes before p

book comes before bowl
because ___ comes before ___

and swim comes before swing
because ___ comes before ___.

Show the order in which the words in each of the following groups would come in the dictionary by writing the numbers 1, 2, and 3 in the spaces before the words.

1. ___ cane
___ cafe
___ cake

2. ___ charge
___ charm
___ chair

3. ___ date
___ data
___ dash

4. ___ mint
___ mine
___ mind

5. ___ palomino
___ palm
___ pale

6. ___ scrimmage
___ scratchy
___ scramble

7. ___ tangle
___ tape
___ tandem

8. ___ volcano
___ voice
___ violent

9. ___ smooth
___ smoke
___ smiling

10. ___ round
___ rough
___ rubber

Fun With Words
Lesson 8
Student

Language C - D

GUIDE WORDS

1. fallen and family are the two guide words on a dictionary page. Underline which of the following words would be found on that page:

follow	false	fakir	fatal
familiar	falcon	falter	fault
father	farther	fame	

2. hull and hummingbird are the guide words on a dictionary page. Underline which words on the following list would be found on that page:

hungry	hulk	humid	hurt
human	humidor	humor	hope
huge	humble	hullabaloo	

3. reproduce and requirement are guide words. Underline the words from the following list that might be found on that page:

reptile	reset	reproach	republican
reputation	reserve	research	renew
represent	reprove	require	

Do you need to know the meanings of the words in order to do this lesson? Think about it.

THE DICTIONARY HELPS US SPELL

PURPOSE: To show students how they can use the dictionary to find how a word is spelled.

MATERIALS: Dictionaries for students to use.

Student lessons, "The Dictionary Helps Us Spell," 1 and 2.

Transparency of sample dictionary page--the one in Supplementary Material, or your own.

SUGGESTED PROCEDURE:

1. At some point when it seems relevant to what your students are doing, perhaps when they need to spell a word that they have heard but not seen written, spend some time showing them that one of the things a dictionary helps us do is to find out how to spell words.

2. Begin by asking what good it does to be able to find words in the dictionary. Is it just for fun, or is there something that dictionaries are good for? After a brief discussion ask them how to spell some word that you know they have not spelled yet. Let them guess a little, then pass out the dictionaries and have them try to find the word. They may need a little help.

   Another possibility would be to put the sample dictionary page on the overhead and ask how to spell some word that you know is on the page. After a few guesses, have students look at the transparency and find the word. See who can locate it first and tell how to spell it.

3. Use the two student lesson sheets for reinforcement, probably at different times, depending on the ability of your students. They could both be done individually. When a student has done the first one correctly, he could go right on to the second one.

   The key to the first sheet follows:

   1. giraffe, 2. telephone, 3. automobile, 4. dynamite,
   5. davenport, 6. believe, 7. permanent, 8. certainly,
   9. furnace, 10. refrigerator

   The key to the second:

   1. relief, 2. believe, 3. exercise, 4. dinosaur,
   5. correct, 6. enthusiasm, 7. particular, 8. machinery,
   9. dependable, 10. entertainment

4. Like other uses of the dictionary, it takes much practice to acquire the habit of looking up the spelling of a word you are not sure of. Find opportunities during the school day to send students to the dictionary to find out how a word is spelled.

POSSIBLE EXTENSIONS:

1. Write a short story with some misspelled words. Tell students how many there are. Have them try to find them and correct them. Remind them to use their dictionaries to help them. Be sure to use mostly words they can spell so that they won't be looking up every word.

2. Make up other exercises like the ones in the student lessons, using their spelling words or words from reading or other subjects.

3. Have students make up exercises of the same kind and trade with partners.

4. Activity cards 19 - 22 might be used with this lesson.

Fun With Words
Lesson 9
Student

Language C - D

THE DICTIONARY HELPS US SPELL (1)

If you know how a word starts and know most of the sounds you hear in the word, a dictionary will help you find the right spelling. Find the missing letters for the following words:

1. g___r a ___ ___ e (an animal with a very long neck)

2. t e l ___ p h o n e (it carries messages over wires)

3. a ___ t ___ m o b ___ l e (a car)

4. d ___ n ___ m ___ t e (an explosive)

5. d a v ___ n p o r t (a piece of furniture for the living room)

6. b e l ___ ___ v e (you think it is so)

7. p e r m ___ n ___ n t (something that lasts forever)

8. c e r t ___ ___ n l y (for sure)

9. f ___ r n ___ ___ e (a heating system, large enough to heat a whole building)

10. r e f ___ i ___ e r a t ___ r (an airtight box to store food in and keep it cold)

THE DICTIONARY HELPS US SPELL (2)

Poor Mr. Welling had trouble with spelling,
Never knowing which letters to choose.
He borrowed a book
In which he could look--
Now he knows which letters to use.

(EF)

What was the book? _____

Some of the words in this list are not spelled correctly. Many times people check the dictionary, just as Mr. Welling learned to do. Copy the list on your own notebook paper, so that every word is correct.

1. releif
2. beleive
3. exercize
4. dinasaur
5. because
6. enthuziasm
7. perticular
8. mashinery
9. dependible
10. entertanement

THE DICTIONARY HELPS US FIND THE MEANING OF WORDS

PURPOSE: To help students discover that one of the main uses of a dictionary is to find the meaning of words.

MATERIALS: Dictionaries for students to consult.

Student lessons, "The Dictionary Helps Us Find the Meaning of Words," 1 and 2.

Sample page from dictionary to use on overhead. Use the one in Supplementary Material or make your own.

SUGGESTED PROCEDURE:

1. As soon as students are able to find words in the dictionary, watch for an opportunity to show them that one of the main uses of the dictionary is to find the meaning of words. This might come about through a new word which you put in the piggy bank and they want to know the meaning of it. Or you may come across a word in their reading lessons or other lessons that they don't know the meaning of.

2. Put the sample dictionary page on the overhead or have students all look at the same page in their dictionaries and pick out a word to use as an example. (If you use the page in the Supplementary Material, jaundice would be a possibility.) Have them find the word on the page and let someone read the definition. Use the word in a sentence and then have students make up a few other sentences using the same word.

3. Have students find the meanings of a few more words. They should be words you know are in their dictionaries but which you think they probably do not know the meaning of. See which student can find out the meaning first.

   You could have races in finding word meanings. At the same time that you say a word, write it on the board. The student who locates the word first can read the meaning.

   When the occasion arises, help students discover that some words have more than one meaning. Give them sentences using the word in two different ways and have them find which meaning fits.

4. After introducing the dictionary as a conveyor of meaning, watch for opportunities to send students to their dictionaries when they need to know the meaning of words. This should happen often

when they want to add words to their word banks. Make the dictionary a relevant tool, not just something that is used during dictionary drill.

5. Whenever it fits in, use the student lessons. You could use only the first or both, depending on the abilities of your students. The first one could grow out of a discussion following the flag salute some morning. The second should probably be reserved for more advanced students. Both lessons could be used either with groups or with individuals. The key for the second exercise follows:

   1. b; 2. c; 3. b; 4. a; 5. c; 6. a; 7. a; 8. b; 9. c; 10. c

POSSIBLE EXTENSIONS:

1. Make other exercises like those in the student lessons, using words found in the students' other subjects.

2. Prepare a list of familiar objects and ask students to write a definition of one or more of the words. Later they might compare their definitions with those printed in the dictionary.

3. Put the word "lexicographer" in the piggy bank and see who discovers its meaning.

4. You could make up card games with a word on one card and the meaning on another. Have students use their dictionaries to match the meanings to the words.

THE DICTIONARY HELPS US FIND THE MEANING OF WORDS (1)

You know the salute to the flag. Here are some of the important words you say. What do they mean? Use your dictionary to find out.

1. pledge
2. allegiance
3. flag
4. America
5. republic
6. nation
7. indivisible
8. liberty
9. justice
10. all

THE DICTIONARY HELPS US FIND THE MEANING OF WORDS (2)

Your vocabulary or word bank is made up of all the words you know and use. But there are many more words in our language that you do not use because you do not know them.

If you see an unfamiliar word, how can you find the meaning?

Three meanings are given for each of the following words. Only one meaning is right. Underline it. Use a dictionary to help you. Don't guess.

1. octegenarian:
   a. a kind of octopus
   b. a person between 80 - 90 years of age
   c. any date in the month of October

2. ginkgo:
   a. a person who does not talk plainly
   b. a small, four-footed animal, like a rat
   c. a tree found in China

3. ingest:
   a. a funny joke
   b. to take in food, to eat
   c. a candle

4. piranha (pirana):
   a. a fish
   b. a two-wheeled cart, usually pulled by a donkey
   c. a chest for treasure

5. pistole:
   a. a small gun
   b. a blue bird with long, yellow tail feathers
   c. a tiny, old gold coin

6. habiliment:
   a. clothing, what a person wears
   b. a bad habit
   c. a city with over 100,000 people living in it

7. gibbon:
   a. a kind of ape
   b. a colored ribbon worn as a belt
   c. a sweet, red berry

8. manse:
   a. a grain, like rice
   b. a house where a minister lives
   c. a leather boot

9. scepter:
   a. a large cave dug in very hard rock
   b. a tunnel
   c. a rod or wand carried in the hand to show power

10. babble:
    a. a baby
    b. a cake made with raisins
    c. to make sounds and words that have no meaning

THE DICTIONARY TELLS US HOW TO SAY WORDS

PURPOSE: To introduce the use of the dictionary as a means of finding out how to pronounce words.

MATERIALS: Transparency of a sample dictionary page, either the one in Supplementary Material, or one you make yourself.

Dictionaries for students to look at.

SUGGESTED PROCEDURE:

Note: This lesson is closely related to Unit V, "Language Has Sounds," and Unit VI, "Language Is Written," where students discover that although the alphabet is a way of representing sounds, we have more sounds than letters and often use several different letters to spell the same sound. These concepts will either be reinforced here or introduced here and reinforced in Unit V, whichever you teach first. The lesson is also closely related to Lesson 12 in this unit, which is about syllables, since a syllable is a pronunciation unit.

1. Create a need for using the dictionary to find out how to pronounce a word before you introduce the lesson. Here are two ways to begin:

    a. Remind students of what they know when they know a word and ask what kinds of information they have discovered they can find in a dictionary so far. Then put a word on the board that you are reasonably sure they have never seen or heard before. Ideally it should be one on your transparency or one you know is in their dictionaries. Ask if anyone knows how to say the word. After a few guesses, have students look at the overhead or in their dictionaries and find the word. (By this time they should be able to find the word, whether they have seen it before or not.)

    b. You could wait until you come across a word that students don't know how to pronounce. It might be a new word you put in the piggy bank and leave until someone asks what it is.

2. Have students look at the phonetic spelling of the word in the dictionary and then at the key at the bottom of the page, either in their own dictionary or on the transparency. If you are using different dictionaries, there may be some slight differences which you should be familiar with and which you should explain. The

important thing is for students to learn that the letters and other symbols used for sounds in the key will always have that sound in the phonetic spelling of the words in that particular dictionary.

You might want to motivate the discussion by putting on the board several words in which different spellings are used for the same sound (for example, bait, weight, mate, great). Help students see that if we are going to tell people how to pronounce a word we have to use the same symbol every time for a given sound. Discuss the sounds that the phonetic symbols in their dictionaries or the transparency have. For example, phonetically, each of the words above would be spelled with ā (bāt, wāt, māte, and grāt). Show students how to use their key and finally come back to the word you started the lesson with and have someone give you the pronunciation.

3. You will also want to comment on the way the dictionary indicates syllables and what the accent marks mean. You may wish to wait until after lesson 12 to do this.

4. Since the only real test of whether a person knows how to pronounce a word is the pronouncing of it, written exercises aren't as effective as oral. Devise oral drills in which you write a word on the board and have students see who can find the pronunciation, and actually pronounce the word correctly, first. As with meaning and spelling, it is only by repetition that people acquire the habit of using the dictionary to find pronunciation. Whenever new words come up, send students to the dictionary to find out the pronunciation and report to the class.

5. You can provide practice in interpreting the phonetic spelling of words by making exercises in which you list phonetic spellings and have students decide what word is being spelled. You should use the phonetic spelling provided in the dictionaries the students will be using. For example, if their dictionaries have the same key as the sample page in the Supplementary Material you could list the following:

   [jär], [jôn′dis], [jŏnt], [jô], [jēp], [jir], [jel′ē]

   You could have students use their dictionaries to write some words phonetically and then trade papers to see if they can read the words thus written.

6. Provide drill in using the dictionary for finding meaning, spelling, and pronunciation by having groups or teams. As you call out a word or write it (depending on what you want), see which side or group can either find the meaning, or spelling, or pronunciation first. Vary the directions so that students must be alert to what they are looking for.

POSSIBLE EXTENSION:

Activity cards 16 - 22 might be used with this lesson.

WORDS HAVE SYLLABLES

PURPOSE: To help students recognize what a syllable is.

MATERIALS: Two student lessons, "Words Have Syllables," 1 and 2, filed separately.

(Optional) Something to beat rhythm with, such as a drum or wood-block.

SUGGESTED PROCEDURE:

Note: For more advanced students, use the lesson as review and reinforcement.

1. Begin by reminding students that when they know a word they know how to say it, or pronounce it. When they pronounce it they put sounds together. They recognize many different sounds. Put on the board a word beginning with a consonant sound, such as table, and ask students to think of another word which begins with the same sound. Write down all that can be thought of. This is a good time to remind students that the letters simply spell sounds. They aren't the sounds.

   Repeat with a few other words. You might play the "Word Chain" game (activity card 7) to emphasize that students recognize different sounds and know how to put them together.

2. Then tell them that there are two kinds of sounds: vowel sounds and consonant sounds. The vowel sounds are the ones we spell with a, e, i, o, u, and sometimes y (as in cry). Students may come to the third grade already able to distinguish consonants and vowels, in which case you need only review what they know.

3. Put on the board one at a time some one-syllable words with the vowels left out. For example, you could use the following:

   c__t d__g s__t s__n p__n t__p

   bl__ck sl__p

   Ask students to try to pronounce these as they are. They should discover that it is impossible (or at least difficult) to pronounce them without adding a sound not represented. Ask them to add a sound so that they can pronounce them, and list the letters that represent the sound. There are, of course, several possibilities for each, but whatever they all will of necessity include a letter (or letters) representing a vowel sound. Help students to see that

every word must have at least one vowel sound. If they produce soon or coat or sleep, point out that although it takes two letters to spell the vowel sounds in these words, there is only one sound.

After you have written down a group of one-syllable words, have the class in unison pronounce them, clapping their hands for each vowel sound--one clap for each of these words. (You could also use a drum if you are so inclined and tap as the students pronounce the words. The idea is to get them to feel the syllables.

4. Now put on the board some two-syllable words in which the syllables are quite pronounced. For example, you might use the following:

plastic	pencil	cartop	window
student	pronounce	baby	teacher

Ask how many vowel sounds there are in each. (Two.) Then have the students in unison pronounce the words, clapping for each vowel sound. Point out that in actual conversation we don't emphasize each vowel quite so much, but we still pronounce it.

5. To develop their ability to "feel" the syllables, use songs that they are fond of, and have them clap or beat on their desks at each vowel sound. "Old MacDonald" would adapt itself very well to this kind of activity. The same thing can be done with nursery rhymes. Do this activity frequently. It fits well into a short period of time.

6. When you think most of the students have the idea, tell them that words with only one vowel sound are one-syllable words. Cat, for example, is a one-syllable word. The syllable is cat. A syllable consists of one vowel sound and the consonant sounds that go with it. Words with two vowel sounds are two-syllable words. Point out what the two syllables are in the words you put on the board in part 4 above. Emphasize again that the syllable is the vowel sound plus the consonant sounds that we pronounce with it.

7. Use the student lesson to reinforce and evaluate what students know about syllables. The lesson has two parts which could be used at different times as needed. It could be done by students individually, but they might enjoy working in pairs so that they could pronounce the words for each other.

8. You will need to work frequently with syllables to help students recognize them. Proceed as above to three syllable words and then four, and so on. Find opportunities in spare moments, or when a new word comes up, or in your reading or spelling lessons,

to have students pronounce the word, beating out the syllables. Play games involving syllables. The following are three possibilities:

a. Have students stand in a circle. Pronounce a word and quickly point to someone. He should tell how many syllables there are. If he does so correctly, it is his turn to pronounce a word and point to someone else.

b. Have students figure out how many syllables there are in their full name. That will be their magic number. You can then use the magic number to choose groups. (All those with the same magic number can work together, or let all those with the same magic number go out first to lunch, etc.)

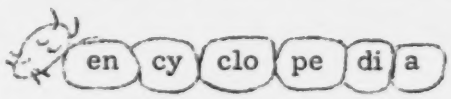
c. Make a trip around the school, writing down people's names, and the names of parts of the school: gymnasium, cafeteria, library, office, etc. Have students determine how many syllables there are in each. You could, if you like, occasionally refer to places by their magic number of syllables. Gymnasium could be magic place 4, the cafeteria, magic place 5, etc.

9. When students are able to find words in the dictionary, show them how syllables are indicated. (This may vary a little from dictionary to dictionary.) Then occasionally have them look up some of their spelling words to see where the syllables are divided.

10. With more advanced students you might want to talk a little about where the accent comes in a word. Not every syllable is accented, though you will accent each one in the early stages when you are beating out the syllables.

POSSIBLE EXTENSION:

Use "Word Worms" to illustrate syllables. Let students create heads of the worm from colored construction paper. They can cut features from paper scraps to paste on the head. They should write each syllable of a word on separate segments of the worm's body. Staple or glue the segments together. These word worms might make an attractive display for a few days on your bulletin board. Remind students to use the dictionary to find out how the words are divided into syllables.



Fun With Words
Lesson 12
Student

Language C - D

WORDS HAVE SYLLABLES (1)

A. Underline the letters that spell a vowel sound in each of the following:

mat	bet	dad	pin	dog
but	coat	stop	milk	kind
beet	look	cry	soup	black

Each of the words above has _____ syllables.

B. Underline the letters that spell vowel sounds in each of the following:

story	baby	dishes	music
running	above	icecream	lovely

Each of the words above has _____ syllables.

C. Which of the following are true?

1. Every word has at least one vowel sound.
2. Sometimes we spell a single sound with two letters.
3. All words have only one vowel sound.

WORDS HAVE SYLLABLES (2)

Underline the letters that spell the vowel sounds, and in the space before each word write how many syllables the word has.

A.
___ 1. coat
___ 2. monkey
___ 3. highway
___ 4. story
___ 5. child
___ 6. children
___ 7. class
___ 8. classroom
___ 9. party
___10. careful
___11. Washington
___12. carpenter

B.
___ 1. nation
___ 2. easy
___ 3. difficult
___ 4. lion
___ 5. elephant
___ 6. tiger
___ 7. crocodile
___ 8. alligator
___ 9. railway
___10. hamster
___11. forget
___12. believe

C.
___ 1. allegiance
___ 2. justice
___ 3. liberty
___ 4. vacation
___ 5. holiday
___ 6. gentleman
___ 7. understand
___ 8. communication
___ 9. language
___10. dictionary
___11. encyclopedia
___12. knowledge

RHYMING WORDS

PURPOSE: To make students more conscious of the sounds of language through the use of rhyme.

MATERIAL: A collection of rhymes and of poems containing rhyming words to use frequently whenever the occasion arises.

SUGGESTED PROCEDURE:

Note: This lesson is primarily concerned with getting students to listen to the sound of words and to enjoy words that rhyme. It has cross connections with several other parts of the curriculum: with the literature strand where it deals with rhyme in poetry; with Unit V, "The Sounds of Language," in this strand, and with lesson 12 on syllables in the present unit.

1. Recite a nursery rhyme or a short poem which students know and like, but substitute some other words for the rhyming words. Keep the same number of syllables. For example, you might use the following:

   Jack and Jill went up the road
   To get a pail of water.
   Jack fell down and broke his head,
   And Jill came tumbling down, too.

   Ask questions such as:

   Did you ever hear this rhyme?
   Did I say it the way you know it?
   Who knows a different version of it? (Have someone recite it and write it on the board.)
   Which version do you like the best? Why?

   Try to get students to say that the repetition of sounds is pleasant. Have them pick out the words that sound alike. Ask:

   In the version you like, what is it that sounds alike? Whole words? Single sounds? Syllables?

   Explain, if students don't already know, that when the final syllables of two words are pronounced the same, the words rhyme. This can be a word for the word bank.

2. The following are suggestions for activities in which you can use your students' intuitive interest in rhyming sounds to encourage them to actively listen to the sounds of language and to experiment

with sounds and words. Adapt them to your group and use them as models for other activities. The emphasis should be on encouraging interest in the sounds of language and making it a pleasant experience. Children should be encouraged to experiment and play with words, but there should be no pressure at this point.

a. Collect nursery rhymes and short poems to use periodically and also use those you find in daily lessons. Reproduce them for your students or put them on the board or overhead. Have new poems on the board frequently. Read them and have students read them. Have them find the sounds that are repeated (that rhyme). If you have copies for each student, let them color the words that rhyme with different colors. For example, in "Little Jack Horner," Horner and corner would have one color; thumb and plum, another; and pie and I still another.

b. Occasionally reproduce rhymes or poems on the overhead, board, or on paper for each student. Leave some of the rhyming words out and have students find words to fill in.

c. Divide students into groups and give them a word. See how many words they can find to rhyme with it in a given time. The group that has most wins.

d. Encourage students to write their own rhymes. When they do, put them on the bulletin board. Let them experiment with words. Allow them to coin words that rhyme. Unconsciously they will be developing an awareness of sound and syllable.

e. Make sets of tagboard cards with rhyming words. Pass them out and have students find other students who have words that rhyme with their own. When students can think of sets of rhyming words, let them put them on tagboard cards.

f. Ask students to think of any word and then to think of as many other words as they can that rhyme with it. Have them try to write sentences with as many rhyming words as possible. (For example, The girl with the curl will twirl and whirl.)

g. Have one student think of a word and say it. The next student will try to think of another word that rhymes with the first, and so on around the room. When a student can't think of a rhyming word, the next student will start a new series of rhyming words.

WHERE WORDS COME FROM

PURPOSE: To start students thinking about where words come from and to suggest some ways we get new words.

MATERIAL: Student lessons, "Where Words Come From," filed separately to be handed out to each student

SUGGESTED PROCEDURE:

Note: In developing word-attack skills in teaching reading, you have undoubtedly talked about compound words and prefixes and suffixes, as well as about word roots. This lesson (and also Lesson 15) will complement that procedure. But whereas the emphasis in reading and spelling is to take a word apart, the emphasis here is on putting words together in order to understand something about the creative nature of language and about how the word stock of the language is increased. You can reinforce these concepts whenever you are working with the parts of words. This lesson provides only a preliminary exposure.

1. Begin by reminding students of the thousands of words they know and of the many, many more words there are in the language, Ask:

   How did you learn all the words you know? (From parents, friends, reading, etc.)

   How did your parents learn the words they know? (From their parents, etc. The idea is that our stock of words has been passed down for generations.)

   Do you think we have more words now than we used to? If so, why? (Try to lead students to see that each generation adds to the word stock by inventing new words, and although some words die out, the sum total increases.)

   Will there ever be more words than we have now? (You might want to remind students of some of the new words that have come into the language through the space age and modern science: <u>television</u>, <u>astronaut</u>, <u>scuba</u>, <u>space module</u>, etc., words that weren't used when their grandparents were children.)

   How do you think all these words came to be in our language? (Allow time for a little discussion.)

2. Then tell students that one way we get new words is by combining words we already have. Put on the board two parts of a compound word such as toad and stool. Ask if anyone can make a third word by combining these words (toadstool). After a few examples of this kind, pass out the student lesson and have students, either working individually, in pairs, or in small groups, see how many compound words they can make out of the words listed in the lesson. Point out that they can use any of the words as many times as they need to, of course, not all possible combinations form words. (Among the possibilities are the following: birdhouse, catfish, shoestore, snowball, basketball, football, partyline, houseboat, catbird, houseshoe, bluebird, bookworm, fishworm, fishball, fishline, clothestree, treehouse, snowshoe, steamboat, etc. Twenty words are listed in the lesson. By combining them in just the ways suggested above, we add twenty more.)

   Allow time for sharing answers. Emphasize the point that by using words we already have, we can create more words. Children often coin words in just this way. Be alert for occasions when this happens spontaneously in class and be sure to point it out when it does as an example of how the students already know how to make new words without anyone telling them how. You might send more mature students to the dictionary sometimes to find out whether a compound word is listed there or not.

POSSIBLE EXTENSIONS:

1. You could have a bulletin board or chart where students could add compound words that they come across. See how many can be collected during the year.

2. Although no lessons have been prepared for words borrowed from other languages, this is still another way in which words are added to the language. You could suggest this as another way and have interested students collect such words.

3. One of the activity cards in the packet in Unit IV, Supplementary Material, has an activity related to compound words.

Fun With Words
Lesson 14
Student

Language C - D

WHERE WORDS COME FROM

One word + another word = a compound word.

How many compound words can you make by combining the following words? You can use the same words over as many times as you like.

BIRD	DOG	HORSE	HOUSE	SHOE
CAT	STORE	BOOK	WORM	BLUE
STEAM	BOAT	BALL	BASKET	SNOW
PARTY	FOOT	LINE	TREE	FISH

There are _____ words in the list above.

Out of these words we made _____ more words.

One way we can get new words in our language is by

_____.

BUILDING WORDS

PURPOSE: To introduce the concept that we can build words by combining prefixes, suffixes, and roots.

MATERIAL: Four student lessons, "Building Words," 1-4, filed separately.

SUGGESTED PROCEDURE:

1. Remind students that in addition to borrowing words, and making up brand new words (if they have already studied Lesson 3 in Unit 5), we can add words to the language by combining words we already have. Ask:

   Do you think there are any other ways we can build words by using parts we already have? (Allow time for a few guesses.)

2. Put on the board a word and a prefix and also a suffix that can be added to the word. For example,

   UN HAPPY NESS

   Ask:

   Are all of these words? (No, only happy)

   Can you make other words by combining them? If so, how many? (unhappy, happiness, unhappiness. You will need to explain that when we write the words there is a spelling change: y becomes i.)

   Which part had to be added in front of the word? (un) Which after the word? (ness)

3. Explain--if students are not already familiar with the terms--that parts which aren't words themselves but which we can add to the beginning of words are called prefixes. Little parts which we can add to the end of words are called suffixes. The thing to emphasize is that students already know how to use these suffixes and prefixes without thinking about it.

4. There are four separate student exercise sheets to use to provide practice in recognizing and using prefixes and suffixes. You can use them for individualized work, with small groups, or as whole class activities. Many of them could be used in competitive games between groups. They should be used in order, but not necessarily all at the same time. You can make similar exercises using other words and prefixes and suffixes. You might want to use words found in the students' reading and spelling.

   Building Words (1) introduces prefixes..
   Building Words (2) introduces suffixes.
   Building Words (3) combines prefixes and suffixes and asks students to distinguish between them.
   Building Words (4) has students find the root words to which prefixes and suffixes are added.

5. In addition to the student lessons, there are several other activities.

POSSIBLE EXTENSION:

A number of games could be devised by making sets of tagboard cards with root words or prefixes or suffixes on each and having students combine them.

Fun With Words
Lesson 15
Student

Language C - D

BUILDING WORDS (1)

A PREFIX comes at the beginning of a word.

A prefix usually isn't a word, but it can be added to a word to make another word.

UN is a prefix. It can be added to many words.

A. Fill in the following blanks. The first has been done for you.

un + happy = unhappy

un + lock = _____

un + kind = _____

un + wise = _____

un + dress = _____

B. How many other words can you think of that begin with UN?

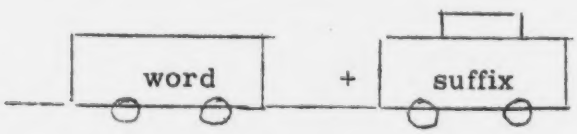
C. Here are some prefixes and some words. Make some other words by combining the prefixes with the words. The same prefix can sometimes be used with several words.

Prefixes	Words			
un	popular	tie	play	phone
pre	war	cook	freeze	school
re	graph	view	known	fold
anti	certain	fix	biotics	vision
tele	sure	able	tell	turn

BUILDING WORDS (2)

A SUFFIX comes at the end of a word.

A suffix isn't a word but it can be added to a word to make another word.



FUL is a suffix. It can be added to many words.

A. Fill in the following blanks. The first has been done for you.

fear + ful = fearful

play + ful = _____

joy + ful = _____

care + ful = _____

cheer + ful = _____

B. How many other words can you think of that end in FUL?

C. Here are some suffixes and some words. How many other words can you make by adding the suffixes to the words? Some suffixes can be added to more than one word.

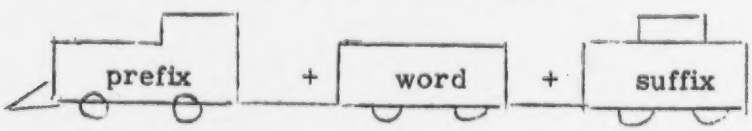
Suffixes	Words			
able	brother	joy	beauty	clever
ness	count	quiet	care	color
er	clumsy	break	rapid	think
ly	sweet	hope	eat	kind
ful	touch	wonder	peace	build
	happy	writer	forget	paint
	pretty	play	read	mean
	naughty	depend		

BUILDING WORDS (3)

A. Here are some prefixes and some suffixes. Draw boxes around the prefixes and circles around the suffixes.

pre	re	less
ness	anti	ly
un	ful	er

B. Can a word have both a prefix and a suffix?



1. Unkind has a _____.
2. Kindness has a _____.
3. Unkindness has both a _____ and a _____.
4. Unhappy has a _____.
5. Happiness has a _____.
6. Unhappiness has both a _____ and a _____.
7. Thinkable has a _____.
8. Can you add a prefix to thinkable? _____
9. Return has a _____.
10. Add a suffix to return. re + turn + _____.
11. Add both a prefix and a suffix to beat.

_____ + beat + _____

BUILDING WORDS (4)

Words grow when we add endings or beginnings.
Out of one word we can make many.
The word to which we add endings and beginnings is called

a root word.

A. Find the part that is the same in each of the following:
(Remember that i and y stand for the same sound.)

unhappy
happier
happiness
unhappiness
happiest
unhappiest

The part that is the same is the root word.

_____ is the root word.

B. Find the root word in each of the following groups:

thinking	careful	unkind
rethink	carefully	unkindness
rethinking	carefulness	kindly
rethinks	careless	kinder
thinkable	carelessness	unkindly
unthinkable	caring	kindness
root word	root word	root word
_____	_____	_____

C. How many words can you make out of these root words?

friend	turn
touch	laugh
break	act
forget	write

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SUPPLEMENTARY MATERIAL FOR UNIT IV

"Fun With Words"

Language C - D

This envelope contains the following:

1. A set of cards with words belonging to the same meaning category for Lesson 3

2. A sample crossword puzzle to be used on the overhead or otherwise reproduced for use in Lesson 4

3. Some pages with pictures representing homonyms to use on the overhead for Lesson 6

4. A sample page from an elementary school dictionary to use on the overhead for Lessons 7 - 11

5. A set of activity cards to use with all lessons and for individual activities at any time

CS 200 457

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CAT

COW

DEER

DOG

FOX

HORSE

LION

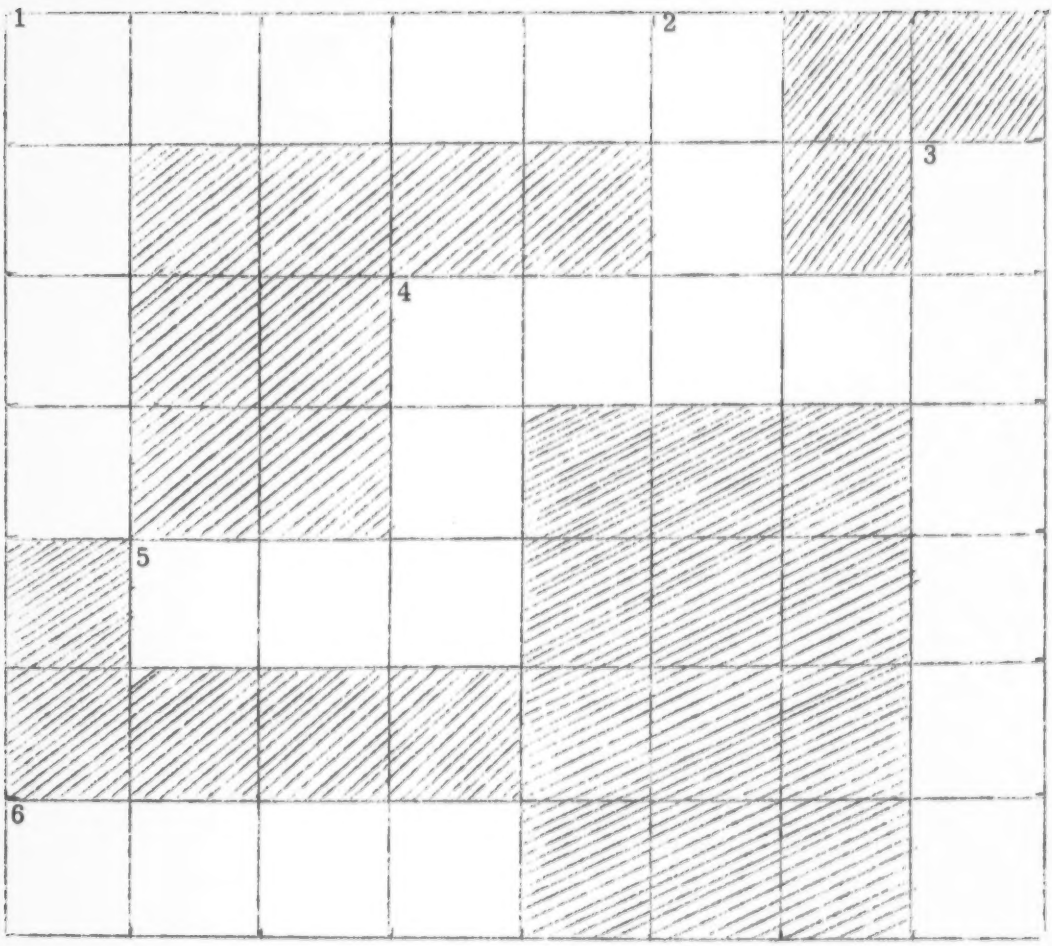
SHEEP

TIGER

WOLF

Fun With Words
Lesson 4
Supplementary Material

Language C - D



Across:

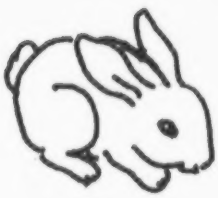
1. chum
4. start
5. carpet
6. grass

Down:

1. speedy
2. hound
3. baby
4. insect

PEAR

PAIR



HARE

HAIR

PALE

PAIL

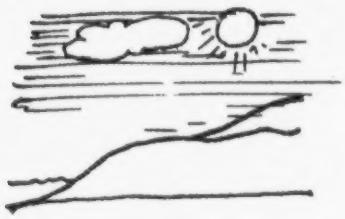
MALE

MAIL

TOW

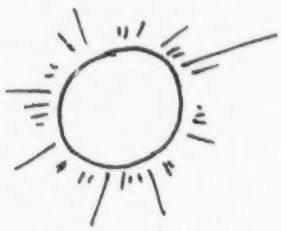
TOE

The wind BLEW



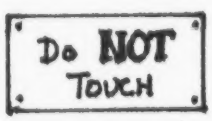
The sky is BLUE

SON

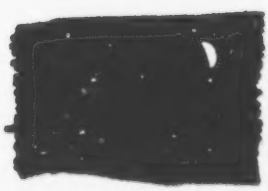


SUN

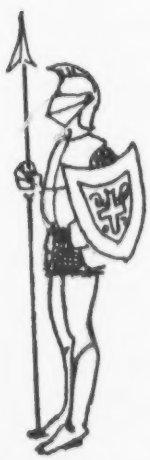
KNOT



NOT



NIGHT



KNIGHT

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PACK YOUR SUITCASE GAME 1

Tell your students the kind of words they can pack in their suitcase. For example, you might say, "You can take only words that start with L." (Any letter may be selected at the start of a new game.)

The first player will say, "I'm going on a trip. In my suitcase I will pack a Lion." The second player repeats everything said before him, and adds another word starting with L. "I'm going on a trip. In my suitcase I will pack a Lion and a Lady." The third person might say, "I'm going on a trip. In my suitcase I will pack a Lion, a Lady, and a Lemon."

Continue until a player is unable to remember the series of words in the correct order. The next player will start the new game, with a new beginning letter.

ACTIVE ALPHABET GAME 2

You need a playground ball and running space, approximately the size of a gym floor. Divide the class into two equal teams. Assign alphabet letters to each player. If there are 10 players on a side, each team will have an A B C D E F G H I and J. Players may line up in any order.

To start, the teacher (or the extra player) will stand in the center and place the ball on the floor as she calls out a word which starts with a letter assigned to two players. Suppose the teacher calls apple. The two A's race to get the ball. Whichever player picks up the ball first is the winner. That player then takes the teacher's place in the center and calls another word. If the word is door, the two D's race. Of course the player who did not get the ball returns to his place to try again.

3

INITIALS

People have a first name and a last name. The beginning letters of your name are your initials. Mary Smith's initials are M S.

When you ask a question, students will answer with two words that have the same initials as their name.

If you ask, "What can you wear?", Mary Smith might answer, "many sweaters".

Other questions might be: "What can you eat?"

"Where would you like to go?"

"What are you afraid of?"

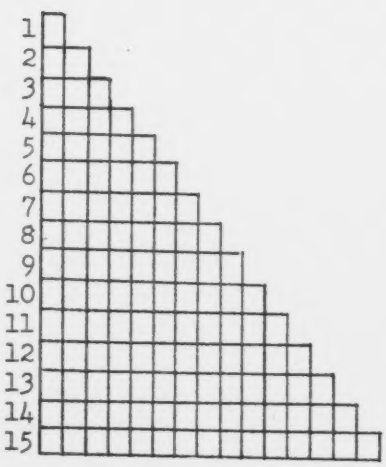
"When you grow up, what will you do?"

"What do you like to play with?"

4

SHORT WORDS, LONG WORDS

Draw a pattern like this. Write words to fit the squares. For example: Your first word will be only 1 letter. The second word has 2 letters. The third word has 3 letters. Do as many words as you can from memory. Then use any text book in your desk to help you find others.



Do you know the meaning for each word you wrote? If not, how can you find the meaning?

5

WORD HUNT

Choose a base word and write it vertically (up and down) with one letter on each line. Decide which place the letters of the base word will be in the words you look for. For example, they might be the first, second, third, fourth or last letter.

Then try to find words to fit the pattern. Words may be of any length. If you wish, use a text from your desk to help you find words. You may not find words to fit every space.

the base word forms the first letters

M	
O	
N	E V E R
D	
A	
Y	

the base word forms the third letters

		H	
		O	
		L	
		I	
		D	
P	L	A	Y S
		Y	

the base word forms the last letters

F A R	M
	A
	R
	C
	H

6

LETTER PATTERNS

Your teacher might duplicate copies of pattern squares like this for you, or you can use a ruler to draw your own. Write words across, from left to right, to fit.

a	r				
	a	r			
		a	r		
			a	r	
				a	r

You can experiment with other letter patterns. Draw the squares first. Write in the letters of the pattern. Then try to find words that will fit the pattern.

m				
	m			
		m		
			m	
				m

		o		
		o		
		o		
		o		
		o		

		e		
	e			
e				e
			e	
		e		

7

WORD CHAIN

How long a chain can you make? Each new word is a link in the chain. You can play this by yourself on a piece of paper. Or have teams and write the words on the blackboard, as a relay. After the person at the front of the line writes a word, he goes to the end of his line to wait for his next turn.

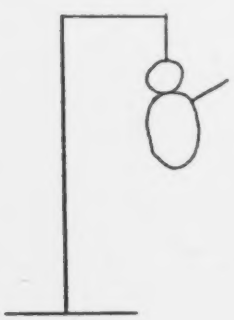
You can make a display of the word chain by writing each word on a paper cut in the shape of a link. Staple the paper links together to represent the chain.

Procedure: Start with any word, such as ELEPHANT. The next word must start with the last letter of ELEPHANT, or T. Continue in the same manner. The next word always begins with the last letter of the word it follows. Each word in the chain should be a different word, without repeating any words.

8

HANGMAN, a game for 3 people or an entire classroom.

"It" thinks of a word to be guessed. He draws a scaffold and spaces to show how many letters are in the word. In turn, each player guesses a letter. Whenever a letter in the word is guessed, "It" writes the letter in the space or spaces where it goes in the word. If the letter cannot be used, "It" sketches one part of the hanging body. (First the head, then the trunk, arms, legs, hands, feet, ears, mouth, eyes.)



S _ _ O O _

Whoever guesses the word first, even before the spaces are all filled, is the next "It".

If "It" completes the body before the word is guessed, he wins and starts the next game.

9

CIRCLE GAME

Players should be seated in a circle. Before the game starts, each person thinks of one word which is the name of something he might have. The player must keep this same word throughout the game.

The first player will say, "I'm going to eat my cookies." (His word was cookies.) Each player in turn says, "I'm going to eat my _____." (He must use the word he selected.)

After everyone in the circle has said, "I'm going to eat my _____," the player at the left of the starter may say, "I'm going to ride my horse." The second time around everyone's sentence will start, "I'm going to ride my _____."

The game continues until each player has had a chance to start a new sentence. Of course, not all sentences will make sense, and some may be very funny.

10

From a story list words that are the names of things. Then write the word that means "more than one." Your list could start like this:

One	More than one
scar	scars
house	houses
kite	kites
man	men

11

Make lists of words that mean the same. Think of as many as you can and then look in a story and see if you can find more.

Here are some examples:

big - large - huge

tiny - wee - small - little

12

Think of some mean-opposite words. Then look in a story to see if you can find some others.

Here are some examples:

hot - cold

tall - short

Think of some words that have a sound-alike word. Then read a story and see if you can find any others. Add the sound-alike word correctly spelled.

Here are some examples:

whole - hole

dear - deer

grate - great

SENTENCE SENSE AND NONSENSE

Write a sentence: My brother ate four fish.

Change only one word: My father ate four fish.

Change another word: My father caught four fish.

Continue by changing only one word each time. Of course this game can be more fun and will move faster if players take turns saying the sentences out loud instead of writing them.

When you stop the game, it will be interesting to compare the last sentence with the first one. By the time the game ends, perhaps every single starting word will be changed.

15

CATEGORIES

Prepare a grid, with several headings at the top. On the side use a letter for each line. You might choose letters that spell your name, or the month, or a day of the week, or a holiday, or even the entire alphabet.

Column headings might be: a food, something to wear, a city, a person (but not a name that needs a capital letter), an animal, a game or toy, a boy's name, a girl's name. You will think of other good headings, but don't use more than three or four in one game.

Look at the letter on the left. Choose words that start with that letter and also fit the category. You may not find a word to fit every space. This is fun to play alone, or your teacher might prepare copies alike for everyone in the room to do.

	a food	a person	an animal
A	apple	aunt	ape
B	banana	boy	bear
C	corn	child	cat

16

PIG LATIN may sound like a foreign language, but it is easy to use. You move one sound and add the syllable ay.

tiger becomes iger-tay
boy is oy-bay
book is ook-bay
swim is im-sway

Can you see how Pig Latin is formed? Say the first consonant sound (or blend) at the end of the word and add an -ay ending.

For words that start with vowels, say the words as they are, and add -ay at the end.

apple is apple-ay
egg is egg-ay
I is I-ay

an-Cay ou-yay alk-tay ig-pay atin-lay?

ou-Yay ill-way if-ay ou-yay actice-pray.

17

JUST FOR FUN

Think of two words that are used together.

Reverse the starting consonant sounds.

book case becomes "cook base"

candy bar becomes "bandy car"

milk shake becomes "shilk make"

lunch room becomes "runch loom"

Can you think of other pairs of words to change?

If you say the new words, will your friends know what you are talking about?

18

CHANGE A LETTER GAME

This is a game you can play by yourself. It is also a game everyone in the room can play at the same time. If a group plays, your teacher may stop you after 10 or 15 minutes. Each player will count his words to see who found the most.

Start with a word. Change only one letter to make a new word. (Three or four letter words are easiest to use.)

Suppose you start with boy. Change the y to x and you have box, fox, for, fir, fit, hit, sit, sat, and so on.

Other starting words might be: game, talk, or bus. Think of other starting words. Of course you can use the same word only one time in any one game.

19

List as many words as you can that begin like spring. Then look in a story and try to find more.

Here are some examples: sprain

sprung

sprinkle

20

From a story list all the words you can find that begin with ph (or sh or ch or wh) or have these combinations in them.

Here are some examples:

ph	sh	ch	wh
phone	shout	cheese	why
phonics	shoot	chat	where
elephant	ashes	pinch	awhile
telephone	dishes		

21

Think of some words that end in sh (or ch, gh, or ght). Then read a story and see if you can find more.

Here are some examples:

sh	ch	gh	ght
hush	hatch	laugh	weight
push	patch	though	height

22

Think of some shun words -- words that end in -tion or -sion. Then see if you can find some more in a story.

Here are some examples:

-tion	-sion
nation	expansion

23

AN EASY CODE

In a way, an alphabet is really a code. When you read, you are using a code of 26 letters (or symbols) to figure out a written message. You know the sounds the symbols stand for. Therefore, you can read because you know the code being used by the writer.

Have you ever used different symbols to write with? If so, only the people who know your code can read what you say. Suppose that instead of the alphabet letters you use numbers. This is a key for such a code.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11

Q	R	S	T	U	V	W	X	Y	Z
10	9	8	7	6	5	4	3	2	1

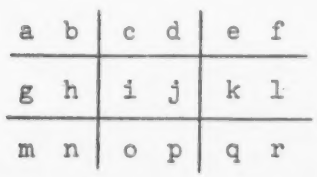
Can you use this code to read the following? 24-26-13

2-12-6 4-9-18-7-22 26 14-22-8-8-26-20-22?

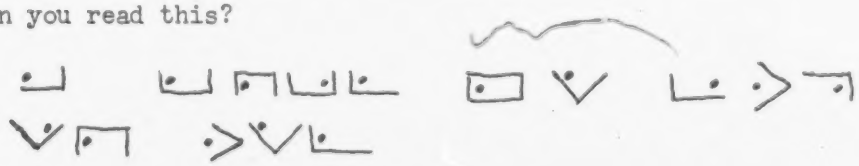
24

A DOT CODE

Remember that a code will use symbols in place of letters. I this code you will draw lines that enclose the letter you wish to use. In place of the letter, make a dot. Put it in the place where the letter is found in the diagram. The position of the dot is important, so take care in sending your secret message.



Can you read this?



25

LETTER SAMPLES

This is an idea for a poster, scrapbook, or a bulletin board.

Collect as many samples as you can find of each alphabet letter. For example: You can write and print the letter A in four different ways: A a a a. Look in magazines and newspapers for other styles of printing. The headlines and advertisements will be a good place to look. Cut out the letter.

Then arrange all samples of the same letter together. You may be surprised to find how many ways a single letter can be written--and you still know what the letter is.

Collecting letters might be a project you want to do alone, or in committees. You should spend several days finding letters because you will think of more places to look after you start thinking about letters.

26

POTATO LETTERS

Have you ever used potato slices to make design prints? Why not cut alphabet letters and then print signs for the hallway, lunch room, or library at your school? Newspaper headlines will make good letter patterns.

One potato will make several prints because you can cut several thick slices. Put your letter down backwards on a slice of potato and trace it. Trim away any background part that should not print. Note: On the potato your letter will look backwards (or reversed) so that it will print correctly.

Brush tempera or poster paint on the fact of your letter. Then print by pressing the letter surface on the paper.

Be very careful when trimming the potatoes. Your teacher should work with you in small groups if sharp knives are used. You might cut out your potato print at home with the help of your parents, and then take it to school for printing. With care, the same potato print can be used many times.

27

RHYMING WORDS

Rhymes are often found in poems, but rhymes can be in sentences, too.

Think of some rhyming sounds, and see how many times you can use them in a sentence.

At night the light is very bright.

Try other rhymes, such as words with -an, -ig, -ing, -ish, -ate, -all. You will think of many words which can rhyme.

Sometimes people say rhyming words in sentences without trying to do so, but by thinking about rhymes you can find many to use.

28

HOW MANY PETALS?

This idea will make an attractive bulletin board. Write a root word in the center of your flower. Each petal will be another word you can make by adding something to the original word. Write your words neatly with a dark crayon or a felt-tipped pen. Your teacher may give you colored construction paper to use. After starting this project, you will be listening for more words to put in your flower garden.

29

From a story list words ending in -est. Then write the root words.

Here are some examples:

glossiest	glossy
quickest	quick
lowest	low

30

Read a story and list the -er words. Then write the root word.

Here are some examples:

worker	work
speaker	speak

31

From a story list words enging in -s. Then write the root words.

Here are some examples:

houses	house
picks	pick
tablets	tablet

Write some sentences using the words. Decide what kinds of words they are by how you used them (Nouns or Verbs).

32

From a story list all the -ing words. Then write the root word.

Here are some examples:

finding	find
walking	walk
barking	bark

33

From a story list all words ending in -ed. Write the root word.

Here are some examples:

skipped	skip
picked	pick
helped	help

34

From a story list the compound words. Write the root words.

Here is an example:

bluebird	blue	bird